



Use some discretion

Another letter on page thirteen draws attention to the absurd anomalies now proliferating in further education, where the application of discretionary grant policies by local authorities and the rigid rules laid down for welfare payments combine to catch students in the crossfire.

For reasons which everyone knows, i.e.a. has become much more restrictive in their distribution of discretionary grants. It could be questioned if they are really exercising any reasonable discretion at all, in some cases, having made up their minds in advance not to consider individual circumstances.

It has hugely increased the crucial importance of two A levels, and the arbitrary divide which, when crossed, takes a student into the territory of the mandatory award. There is no sensible public policy which ordains that degree and HND courses are always good, while non-degree, non-advanced courses are always inferior. The case for retaining the notion of discretionary grants is that there is a wide range of courses which cannot be properly equated, and it makes sense to retain an element of flexibility in the administration of the policy. But what is now emerging is an even harsher inflexibility, and the general imposition of policies which are against the public interest as well as the interest of individuals and their families.

The point to which Mr Cooper adverts, on page thirteen concerns the national student aged nineteen, who is refused a discretionary grant to take OND or A levels at a college of further education. By not making the discretionary award, i.e.a. saves the values of the grant. If the student remains unemployed, he

Up against academic autocrat

CLIVE JENKINS writes the third article by a union leader on industrial democracy

I can clearly hear the clink of academic bureaucrats' shovels as they start digging trenches around their institutions to stem the onward march of industrial democracy. I have always favoured the view that universities have a special status as self-governing communities and have the right of special regard from all of us and a special protection of their right to construct and propound heterodox ideas or even to defend the traditional thesis.

I am beginning to change my mind as I see university authorities coasting racks in the rough and tumble way. It may be that the protection given to the fish and need for free speech is now becoming a licence for unresponsive and unmovable authorities because very substantial groups within the universities are now becoming so obviously deprived of a voice in their administration.

The concept of the Bullock majority report was that in highly unionised industries of all kinds (and this is a good description of universities), the workers by hand and by brain should have the right to play their part in policy making. There is an additional argument to be mounted in the higher education sector, that a significant part of the gross national product is being expended there (and very properly so) but without any proper stewardship.

If there is an industrial dispute in the universities, the secretaries of state for education and science and also employment bring their hands over the matter, but they do not write anyone's withers. Their writ does not seem to run. There are those in the area of private employment who would say: "Well, to hit the media, than flying kites in the sixties, or designing new examinations, but it is a job which needs doing, and only ministers and their officials can do it."

The argument is transparently insincere and self-serving and needed for the wasteful defence of the universities, however, it takes

Jobless: NUT ready for action if . . .

by Stephen Cohen

The National Union of Teachers is ready to act in support of the 20,000 jobless teachers—10,000 of whom are prepared to back it with industrial action.

Delegates to Eastbourne were told that the conference was likely to fix the target for maximum class sizes at 33 or 34. This could be lowered later in the year to 32 when more accurate information on teacher unemployment becomes available as students leave their training institutions. Up to 10,000 of them could find it impossible to obtain posts.

An amendment to set 30 as the maximum of children in a class was narrowly defeated. Nearly 60,000 extra teachers would be needed to reduce classes to that size.

Mr Max Morris, of the executive, said the union's action committee would like to add it to the list of criteria for taking action. But facts had to be faced; the membership would not respond sufficiently to make it a success.

An earlier left wing amendment calling for a massive national campaign of sanctions against cuts in public spending was defeated. The amendment, from Westminster and Hull Associations, also wanted the equivalent of one free day a week for preparing lessons, and a ban on classes of more than 30.

Mr David Pilon, Lewisham, for the amendment, said the key issue was class size. "We have waited a long time to get class sizes down to the sort of level in the schools where we can do the job properly. Parents will not oppose this. They know the value of smaller classes for their children."

Mr Dewi Bonner (executive) said

Union to press for widowers' pensions

A major change in teachers' pension rules will be sought by the union this year.

At the end of an emotionally charged debate, delegates agreed that husbands and children should be entitled to the pension rights of women teachers when they die. At the moment, only wives and children of men teachers get this benefit.

Mr Bernard Siffert, Bury St Edmunds, said this was a serious injustice. He would be prepared to pay an extra half or one per cent of his salary to put the anomaly right.

Women pay the same pension contributions as men—6 per cent of their salary. The change of rules would probably mean that another 2 per cent of pay would have to be deducted. Part of this could be met by employers who now contribute 7.9 per cent of a teacher's salary to the pension fund.

The union will also press for retirement for men at age 60 and optional voluntary retirement at 55.

Delegates called for a four-year training course for all teachers. Mr Frank Harris, York, said people could talk about standards until they were blue in the face, but nothing could be done until there was better teacher training.

Mrs Williams gives a pledge on redundancies

Falling school rolls and economic cuts would not make large numbers of teachers redundant, Mrs Shirley Williams, Education Secretary, told the National Union of Teachers conference in Eastbourne this week.

Cuts would not damage the fabric of the service, she said. "I am concerned that some authorities have not found it possible to recognize with the same degree of priority as I would have wished the overriding need to begin the expansion of in-service training, but wholesale closures of nursery schools and widespread teacher redundancies are not in prospect."

The Government was making a four-pronged attack on teacher unemployment by reducing the number being trained, retraining those suitably qualified in the shortage subjects, offering early retirement and increasing the number of teachers needed by stepping up in-service training.

Of those trained for teaching last year, 10,300 were still looking for teaching jobs last October. "This is obviously a far higher figure than we should like to see but we may take some comfort from the fact that the number was only half that of the gloomy forecasts of last summer."

Mrs Williams referred to the latest Black Paper and the recent BBC Panorama programme on Faraday School in Ealing. "Of course I would have wished the education system and teachers who find it hard to cope but I do not think a highly tendentious account of a far from typical school is the best way to overcome such problems."

"I will waste no time on the Black Paper beyond saying that it was a usual heavy with partisan analysis and light on practical solutions."

She called on the NUT to help to change the constitution, role and structure of the Schools Council. She shared the council's view that it was no longer satisfactory to have two exam systems at 16 plus but whether a common system was practical was another matter.

Change of direction

The case of the Cheshire parents who successfully persuaded the Secretary of State to direct Cheshire to send their son to a grammar school, has been hailed by the chairman of the Cheshire Education Committee as "Tameside in reverse".

There is, after all, a delicious irony about the brick Mrs Williams, her bound volume of the 1976 Education Act under her arm, championing the parents' right to choose (in this case a grammar school), while the Tory i.e.a. goes to the stake for the comprehensive principle.

There is, inevitably, much more to it than might appear on the surface. The parents vow they are quite well-disposed to comprehensive education but want their son to go to the same school as his brothers. The authority says that this makes nonsense of their reorganization plans, and that they have dispatched 25 other "similar" children to the comprehensive school. All these fall into line, with or without demur, while only one family stuck out to the point of keeping the child away from school and forcing a decision out of the Secretary of State. Had all 26 appealed to the Secretary of State her decision would almost certainly have been different. Why, asks the i.e.a., should the lone protester get away with it, while the 26 who go

Letters to the Editor

Not educating English gentry

Unless we insist that a certain number of black and brown students must be admitted to the first year at Harvard, Yale, CUNY, or what have you, we continue to perpetuate the wrongs of the system that allows the City College during the sixties to recruit almost all black and Puerto Rican students out on the grounds that they had inadequate preparation. Thus, the openings at the professional level in law, medicine, education, naturally went to the white graduates of the college.

Professor Wagner invents a fact so that he can take a swipe at the concept that blacks and Puerto Rican students (and now Caribbean) should be represented at a public university in numbers roughly proportionate to the percentage in the population. This policy may or may not mean a dilution of educational standards. That depends on the faculty. It has sole power in such matters.

We are not compelled to pass students who are clearly incompetent. I think we are compelled to give them an opportunity to prove that they are not incompetent when their hands are tied removed (the absence of English at home, poor high-school training).

Professor Wagner believes the faculty exists to students unnecessarily and vengefully cites a course on "vampirism" as an example. I happen to know that this course is taught by one of the most able young men on the faculty, a well-published poet and a distinguished medieval scholar known as Judging student work. As the professor offering one of the most successful courses in the college, he has had to undergo the kind of slender character marks. His other comments on his evaluation of a course he knows nothing about.

Sixth forms of at least 140, says DES

duced figures for a viable sixth form of between 78 and 111.

The associations' interests are, though somewhat divided. Many sixth-form college principals are members of the IMA, and if more colleges are set up, IMA members might expect to be prime candidates for headships.

The same sort of uncertainty afflicts other teachers' organizations whose members are concentrated at the top end of secondary schools. It seems probable, for example, that the attitude of the Assistant Masters will depend on whether sixth-form work is to be mainly under school or mainly under FE regulations, and if under FE regulations how far the National Association of Teachers in Further and Higher Education (many of them made redundant as the result of post-16 education closures) will fight for and succeed in establishing a claim to the teaching jobs. Pay and conditions of service under FE regulations are better than in schools.

It is rapidly becoming apparent that teachers who are qualified to teach sixth-formers will be competing for jobs in what has been described by Mr John Tomlinson, chief education officer for Cheshire, as "the last area of expansion the English education system will see in our lifetime."

On the other hand, the National Union of Teachers is most strongly represented among younger children. There are many IMA members who might stand to lose their sixth form if there are no sixth formers in the DES criteria. The association has, however, undertaken its own studies which produced figures for a viable sixth form of between 78 and 111.

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ENGLISH & THINKING a new subject

Rise and fall of total 16-18 age group.

Staffing ratios
Current average about 1:10
DES figures based on average number of subjects taken as 2.85, average number of periods taught by staff as 32 out of 40, and that classes of more than 16 are subdivided. Eight periods a week allowed for RE, FE and general studies. Therefore, they estimate: 50 pupils taking 12 subjects produces a ratio of 1:7 100 pupils taking 12 subjects produces a ratio of 1:9 200 pupils taking 20 subjects produces a ratio of 1:10

Subjects
The eight most popular subjects (1975) which include any foreign languages or technical subjects. French was ninth, German 13th, music 17th, technical drawing 18th, Latin 19th, Woodwork, metalwork and workshop-based sciences were not in top 20.

Sixth-form colleges
72 in 32 i.e.a.s this year; 17 more have been approved.
Average size: over 400
Average A level group: 11.
Virtually all open to non-A level students.

Tertiary colleges: 11
FE colleges
Full-time non-advanced FE students: 182,000 (1975), estimated to rise to 250,000 by 1982.
About 390 colleges offer A level. Average teaching group 11-12 for laboratory-based subjects; 15 for others.
350 colleges offer OND; more than 500 offer City and Guilds.

A trend is a trend . . .

The repercussions of Mr R. W. Baldwin's Black Paper article comparing the examination successes of the grammar/modern sector with those of the reorganized sector of secondary education look like continuing. Aristides (back page) points out that by concentrating heavily on the attempt to discount crowding in the comprehensives, Mr Baldwin made less capital than he might have done with the trend for the schools as a whole. Between 1971 and 1975 the percentage passing five or more O levels has gone down each year (from 18.65 to 17.14). All the decline has been in the maintained sector—the independent and direct grant schools

A level subjects: the top 20

11,030	Sociology
8,548	German
8,394	Religious knowledge
5,673	Dance subjects
5,401	Other science and vocational subjects
5,093	Subjects
4,948	English economic history
3,894	Technical drawing
3,613	Music
3,571	Latin
2,614	Spanish
2,550	Among the other subjects, 545 took metalwork (2 girls, 1 boy), 621 woodwork (1 girl with 1 boy), 610 Greek, 650 Russian, and 848 Italian.
2,289	French
2,112	General studies
1,544	British constitution

The main purpose of language skill is to communicate and to express one's thinking. It makes a lot of sense to develop thinking skills along with language skills.

Fortunately the style of teaching used in English departments is very suitable for the teaching of the CoRT Thinking lessons, which provide a simple, basic framework for the direct teaching of thinking as a skill. The lessons can provide the content around which both written and oral language skills can be developed. The thinking processes can also be applied quite easily to literature.

Communication without something to communicate is a vacuous exercise. The English essay has always been one of the few places in the curriculum that required the use of general thinking skills.

The CoRT programme is the most widely used programme in the world for the direct teaching of thinking skills. It was designed by Edward de Bono, who has experience of the sort of thinking required in industry, science and art.

Six basic packs of ten lessons each are now available from —

Direct Education Services Ltd.

1, Alfred Street, Blandford Forum, Dorset DT11 7JJ.

University no place for strikes

by Virginia Makins

Technicians at Birmingham University went back to work last week when the Association of Scientific, Technical and Managerial Staffs agreed to submit a six months' dispute to a panel of three mediators.

The long strike, which crippled the university's computer centre, was a test case about an agreement on holidays, drawn up between universities and unions in 1974. Birmingham considered the technicians were due for 30 days' holiday: ASTMS said 35.

Mr Olive Jenkins, the ASTMS general secretary, gives his view of the dispute and the university's approach to industrial relations, on page two.

Both Birmingham University and the Universities Committee for Non-teaching Staffs, which negotiates with the unions, feel aggrieved at the line ASTMS has taken over the dispute. Mr Ron Hayward, secretary of UGNS, said: "We believe industrial action has no place in institutions of learning."

was prepared to submit the dispute over the holidays agreement to arbitration in 1975.

Mr Maurice Chesewright, information officer at Birmingham University, says that Mr Jenkins' specific allegations about the university's handling of the dispute were "typical Jenkins' sophistry".

Heads of department were never instructed not to recommend strikers for annual increments. Recommendations for increments were normally made in March, and heads of department asked for guidance what to do about strikers who had been absent for six months. The university had told them to wait. "There was nothing sinister in this: if anything, it was done to defend the rights of the strikers."

Now that the technicians are back at work, recommendations will go forward and probably in all cases a normal increment will be recommended.

There had been a suggestion at one stage that technicians who had been on strike for six months should have six days of their annual holiday. The university has now agreed they should have their full entitlement.



Under concrete: Children from Sutton-on-Trent primary school, Nottinghamshire, play in a concrete Bedouin tent. It was given to them by a local company.

Belfast vote to keep selection

The Belfast Education Board last week adopted a resolution to keep its selective system.

The committee that had recommended that selective education should be retained by the Education Board last week adopted a resolution to keep the selective system.

The committee's report on the reactions of school management to the proposal that the secondary schools should accept a comprehensive system was published last week.

'Tameside in reverse': minister challenged on pro-grammar ruling

by Mark Vaughan

Cheshire county council may take the Education Secretary, Mrs Shirley Williams, to court following her ruling that a 12-year-old boy must be allowed to go to a grammar school of his parents' choice.

Last year the education committee ruled that Richard Wilkinson should go to Tarporley High School near Chester, his local comprehensive. A change of heart followed when the committee decided that the boy should go to a grammar school of his parents' choice.

Staff cuts may end school dinners

State school head teachers warned the Education Secretary, Mrs Shirley Williams, this week that they may be forced to close their schools during lunch hours.

Some heads have already given official notice to their local authorities that the safety and supervision of children at lunch-time can no longer be guaranteed.

The 15,000 strong National Association of Head Teachers said in a statement that the closures will be caused by cuts in the number of school meals supervisors and a ban on free meals for teachers.

The Government has three choices: to increase subsidies; to charge parents the full economic cost of a meal; or to allow economy cuts.

Kingston still defiant

The one education authority in England and Wales with no comprehensive schools at all—Kingston-upon-Thames—is to tell Mrs Williams, the Education Secretary next week that it will not reorganise its secondary schools until 1982.

Kingston is one of the eight local authorities which are still to give a decision on whether to go fully comprehensive.

The authority has decided that while the 1976 Education Act is still on the statute books in its present form, it will obey the law and give an undertaking to reorganise its secondary schools, but not until 1982.

Mr Knowles added: "It would not be so bad if we did not have to put up with the hypocrisy of Mrs Williams playing games by pretending that she is concerned about standards in education, while in Kingston we know that she is deliberately seeking to wreck one of the finest educational systems in the country as the price for placating her left-wing enemies."

Adult council to be set up

Adult educationists this week gave a qualified welcome to the Government's announcement that an advisory council for adult and continuing education is to be set up.

The declaration of intent which was made by Mrs Williams, the Education Secretary, to the House of Commons last week, follows four years of heated debate about the merits of such a body.

The Government proposes that it should consist of 20 members, including a chairman appointed by Mrs Williams. The membership would be drawn from the main interests in adult education, including voluntary bodies, professional associations, the broader world and consumers, such as the Trades Union Congress and the Confederation of British Industry.

Adult students may also be included. It would advise on matters relevant to adult education in England and Wales. In particular, it would promote cooperation between the various bodies in adult education and review current practice, organisation and priorities.

A full-time secretary, appointed by the council, would be on the staff of the National Institute of Adult Education. Approved administrative expenses would be met by the DfES within its direct grant to the Institute.

Mr Arthur Stock, director of the NIAE, said this week: "We welcome the announcement as a statement of intent. Now we are in a position to negotiate something further and the proposals are a promising beginning."

Union to fight for Oxon jobs

The National Union of Teachers' action committee has decided to back militant action by teachers in Oxfordshire where more than 400 teaching posts are to be lost.

The committee took the decision at Eastbourne on the eve of the opening of the annual conference. The county said this week that one of the effects of the £4.8m cut in education spending would be the loss of 464 jobs, but a "windfall" of £250,000 would now slightly reduce that number.

The precise impact of the £250,000 is not yet known but if all of it were used in the current year it would pay for 80 teachers jobs. The county recently discovered that a nationally agreed teachers' pay award would cost less than expected.

The report says that it is a "surprise" that the Department of Education and Science never used the Sex Discrimination Act to challenge the legality of the Tameside scheme which the Government failed to overrule last year.

The commission apparently found that the original selective system before the former Labour council tried to change it, was not discriminatory, but that the temporary arrangements brought in by the Conservatives when they were elected in May last year did discriminate and were unlawful.

Maths bias

A first degree designed to ease the shortage of mathematics teachers will start at the University of Manchester Institute of Science and Technology next October.

The degree—a B.Sc. in mathematics and education—will be taught jointly by the UMIST mathematics department and the university's department of education.

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Concentrating it in urban polytechnics would further damage what was an already disadvantaged sector. "They will severely impede the equality of opportunity."

Expansion of the present alternative courses in the area—largely designed to meet the needs of local, male dominated heavy industries—would do little to meet the needs of women denied the opportunity to train as teachers.

The present tendency for girls in further education being forced to take lower status courses such as typing and catering would be made worse.

Education and the Northern Region published by the Northumberland College of Higher Education, Newcastle upon Tyne.

New safety regulations a 'minefield for unwary'

New regulations introduced under the Health and Safety at Work Act are "a veritable minefield to the naive and unwary", says Mr Peter Hopton in *Education in Science*, the magazine of the Association for Science Education.

They could mean "eight to 10 teachers taking time off—all at the same time—for safety committee meetings".

Mr Hopton, who is the association's safety committee chairman, says that a national advisory committee is urgently needed to sort out the uncertainties surrounding the workings of the safety committees which are to be set up in workplaces next year.

"The problem of attempting to cover such massive absences from the classroom does not need spelling out. On the other hand, to allow a school safety committee to meet without teacher representatives is unthinkable."

Safety representatives could only be appointed by trade unions. This means they would not necessarily have any experience of laboratories or workshops.

He is also concerned about the powers conferred on non-teaching staff representatives. They would be able to make inspections after accidents and question staff and pupils. "This raises the problem of the legal status and protection of minors".

Non-teachers would also be able to inspect and comment on the safety of teaching methods. The NUT also wants a safety advisory committee, but not for the same reasons. It should, they say, keep watch and advise on the types of hazards likely to arise in schools.

The union disputes the claims that the new regulations will mean crowds of teachers taking time off. They do not envisage safety committees set up in every school but on an area basis. Neither do they expect each union to appoint a representative.

Mr Dick Boland, a NUT official who deals with health and safety, said: "The local government unions have agreed on a self-denying ordinance. They will get together and agree among themselves to nominate one or two safety reps for each school."

Non-teachers would not be infringing the professional prerogatives of teachers. The ASE would be able to inspect and question the safety of normal practice, but this was in the interest of better health and safety in schools.

He was not worried about teacher representatives who lacked laboratory or workshop experience. There was no reason why these should not be science or craft teachers.

There seems to be confusion about some of the regulations, however. Some say it is just as well they were deferred to give authorities time to sort themselves out. The impression is under the regulations that each union can appoint two safety representatives. The NUT say one.

The Health and Safety Executive, who drew them up, say the regulations speak only of "representatives" and do not specify numbers. There is no obligation to have safety committees at all unless two such representatives ask employers for them in writing, and that there need be no single right way of organizing such authorities that already have satisfactory systems of their own can carry on.

Under concrete: Children from Sutton-on-Trent primary school, Nottinghamshire, play in a concrete Bedouin tent. It was given to them by a local company.

The old Association of Municipal Corporations supported the idea but nobody at the Metropolitan Association of Metropolitan Authorities remembers anything about it.

On the implementation of the regulations, the AMA are advising caution. Mr Bob Morris said: "Authorities would be well advised to do nothing until there is further national guidance."

They were waiting for the outcome of their joint working party with the TUC, which is due to meet next month.

The local authority lobby was responsible for the deferment of the regulations. It was claimed that they would cost authorities £40m; the Health and Safety Executive say £4m is a more realistic figure.

The executive does not rule out the possibility of an advisory committee, though it says its job would be to advise on specific hazards and not on the workings of the regulations. A spokesman said advisory committees were not the key to implementing the Act that the regulations were.

"There is no cause for uncertainty about the regulations. Authorities should just go ahead and implement them. The main cause of uncertainty is that people just do not read them."

Bob Doe

Meanwhile, back in Tameside...

Tameside education authority has been discriminating against girls in the selection of pupils for grammar schools, according to reports of an investigation by the Equal Opportunity Commission.

The results of the six-month investigation by the commission are contained in a 34-page report which, according to newspaper reports, criticizes the way comprehensive school systems have developed in England and Wales, and in particular the unfair bias against girls in Tameside.

The commission, which this week published its report to confirm or deny the newspaper reports, has apparently found that the Conservative controlled Local Education Authority in Tameside did discriminate against girls by the way it selected pupils for grammar schools.

The report says that the commission found that the original selective system before the former Labour council tried to change it, was not discriminatory, but that the temporary arrangements brought in by the Conservatives when they were elected in May last year did discriminate and were unlawful.

Concentrating it in urban polytechnics would further damage what was an already disadvantaged sector. "They will severely impede the equality of opportunity."

Expansion of the present alternative courses in the area—largely designed to meet the needs of local, male dominated heavy industries—would do little to meet the needs of women denied the opportunity to train as teachers.

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Education and the Northern Region published by the Northumberland College of Higher Education, Newcastle upon Tyne.

College closures mean North misses out

Girls in the North of England—already one of the most educationally deprived areas of England and Wales—will be the ones to suffer most in the Government's planned changes in teacher training.

This argument comes in a collection of papers just published by the Northumberland College of Higher Education. The papers, by six of the college staff with contributions from Professor J. W. Halsey and Professor J. W. House of the University of Oxford, say more money should be spent on education in the depressed area. They claim that along with poor housing and unemployment, the North has suffered from severe educational neglect.

Cuts in teacher education and concentrating it in urban polytechnics would further damage what was an already disadvantaged sector. "They will severely impede the equality of opportunity."

Expansion of the present alternative courses in the area—largely designed to meet the needs of local, male dominated heavy industries—would do little to meet the needs of women denied the opportunity to train as teachers.

PERSONAL COLUMN

Gerry Fowler

Murdering the Oxbridge myth

I am driven to a simple conclusion. The atmosphere of learning is created by the collocation of many wearing gowns in public, and by the patently exclusive character of the society. The venerable, the begowned dons chatting in the traffic-free quiet of Radcliffe Square may be discussing Red Rump's chances next year, but to the open-eyed and perhaps open-mouthed visitor they are scholars privy to arcane secrets forever closed to him.

In a way this may do no harm: the myth of the unique, or rather excellence, may even serve as a spur to the ambition of the rising. It did with me. Having achieved my first ambition of admittance to the hidden city as a student, I was fired with zeal to become one of its guardians as a don. It was only when I had achieved that, too, that I began to understand that my talents, such as they were, might also be of value to a wider world outside the invisible walls.

I had been an undergraduate, research student, and teacher in Oxford for seven years before I first saw the Cowley Motor Works. At least, before they first registered on my consciousness. I was Admitted and therein lies the worry. The scholarship of the stability and why if it is translated into the life of the corporation of life of the universities, is one force (there are many others) making for conservatism and for traditionalism in British universities themselves, but rather that of the unquestioning admirers of the myth they embody.

At eye in Britain when we adults institutions the practices of the immemorial antiquity which make this such a stable and pleasant society despite its economic difficulties and Manchester United fans, we are admiring the creations of the nineteenth century. Modern Oxford, as a centre of high quality teaching and of profound scholarship, preceded Cowley and its factories by scarcely more than half a century. We must learn to tear away in the world, as successive chancellors tell us; but we are stuck with the values of our imperial heyday.

Oxbridge educated those who ran the Empire. It was, I suppose, a form of vocational training, despite the total neglect of specific job skills. A colonial administrator needed a "trained mind", an understanding of the culture for which he was the missionary, and a sense of justice and fair play. "To spare the subject and to wear down in war the overbearing." ... Virgil was not irrelevant. But uniformly the tradition continues, when the Empire is long gone. One of the ironies of the current debate about the relationship of education and industry is that many of those who prepare briefs for ministers have come straight from Oxbridge, and have never seen the inside of a factory, let alone worked in one.

The attitudes which focus in unquestioning admiration of the Oxbridge myth infect the whole of our education system. Great cities, universities which had their origin in the needs and demands of the local workforce and once took large numbers of part-time students now approximate ever more closely to

Vertical text on the left margin, possibly a page number or reference.

Next week

Special advertisement supplement on Britain's leading school music specialists

The Music Shop

Dishonesty on all sides about cuts - new president

Mr John Gray, new president of the National Union of Teachers, accused central and local government of dishonesty this week.

Mr Gray told the annual conference of the NUT in Eastbourne that one of the greatest difficulties facing the union was the "collective dishonesty of government, both local and national."

"Never have so many local Conservatives rallied so enthusiastically to the banner of a Labour government as they have over the matter of cuts in public spending," he said.

It was dishonest, of the Government to say that there was enough money in the rate support grant to allow for the employment two years ago of all college of education leavers, or for maintenance of staffing ratios in year, or for the employment of 2,000 teachers this year to cover in-service training. It was dishonest, he said, because the Government knew that local authorities would react to cuts in grants by diverting this money to other ends.

Mr Gray said that a "false remedy" to cure the nation's economic ills by cutting spending on education. "If those who propose the cuts were satisfied that all is well with education today and there is room for economy, I could understand their reasoning. But the reverse is true."

"These are the very people who say that all is not well; we need improvements, so we shall spend money to achieve these improvements. As the price of books and materials rises we shall reduce the amount of money available to buy them."

Examples of local authority irresponsibility were legion, he said, but he singled out Buckinghamshire as a "startling example."

"In addition to the crippling cuts they are proposing for education, they have taken the advice of their experts on roads and they have ignored it. They have been warned that bad weather could in the future cost them £5m in repairs if they neglect the roads now. In the face of this information they gamble on the English climate and make the cuts in road maintenance. They gamble on the English weather what chance have we when they come to gambles on children's lives and the educational future of the country?"

Local and national government played the game of passing the buck, Mr Gray said. "If money included in the rate support grant for one clear reason is used by local authorities for a different purpose we are one step closer to specific grants."

"The union would not oppose specific grants if we understood them, particularly if they were applied as percentage grants were, but if this year it is in-service education next year it may be maintenance of staffing numbers, and the year after it will be something else."

"If local government will not heed the warnings it will not be long before education is a national service totally. Local government will be destroyed and education will again be the loser."

"Closer involvement, not more remote control, is the means by

which we will achieve a service which matches the wishes of the public."

Mr Gray hit out at Hughie Green, the television entertainer, for remarks made at the time of the Balcombe Street siege last year. Mr Green was reported to have deplored the fact that such things happened. But what could be expected with all the emphasis on comprehensive schools, he was reported to have asked.

"How remarkable," Mr Gray said. "At the time, the police had no real idea of the identity of the gunmen, nor indeed of the numbers involved. Hughie Green apparently knew which schools they had attacked. The power of the television quizmaster!"

Mr Gray said the British seemed to enjoy failure and were flattered by it. What was needed was an upsurge of confidence. Teachers could help; they were probably fostering confidence already to a greater extent than any other group.

"Our political leaders could help. They would need to start by having confidence in themselves and then by giving a positive lead."

Above all, the media could help. What a refreshing change if we opened our newspapers or switched on to see good news for a change."

The recent BBC 1 television programme on Parady School in West London was a good example of distortion, he said. "We were not told that the school was a social priority school nor that two of the teachers shown were in their first term of teaching. The more successful the lesson the less we were shown."

Industrialists would be welcome in many schools to find out what actually went on in them, he said, rather than to "rely on prejudices to which the media subject us."

Mr Gray attacked the Department of Education's attempts to find cheaper ways of providing education. He said open-plan primary schools were promulgated because it was cheaper to build them than to provide schools with interior walls. This was a clear example of devising a financial solution and then devising an educational case to fit it.

"Because some cost effective experts see the six-form college as the means of reducing or eliminating non-viable six-form groups, we see a DES move in their direction amidst the debate over permanent secretary of their value."

"In some areas there may be strong educational arguments for developing six-form colleges, but if the argument is merely that they form education we must remember the two meanings of the word 'cheaper'. We shall then see them for what in some cases they would be—a means of eroding further the possible effectiveness of the comprehensive school."

Mr Gray thanked the Government and local authorities for uniting the teaching profession. Faced with cuts in spending, teachers in various unions had come together to campaign against them.



Over the teacups—delegates go over things said and left unsaid.

National Union of Teachers conference, Eastbourne

Reports by Stephen Cohen and Bert Lodge

'Blundering intruders' warned

Ministers, including the Prime Minister, and DES officials were criticized for their blundering intrusion into the education service in recent months by Mr Fred Jarvis, general secretary.

"The intrusion had damaged relations between government and teachers," Mr Jarvis told the conference in an hour-long speech which was interrupted three times by applause.

The first interruption came when he declared there were times when he thought he was the one to make decisions.

The second was when he said the best thing the Government could do for teachers would be to bring all class sizes down to 30. The third interruption—and the loudest applause—came when Mr Jarvis described Dr Rhodes Boyson, Conservative spokesman on education, as a "shallow, irresponsible, publicity-seeking politician."

He also criticized the government for not waiting for the Warnock committee to report before passing legislation relating to handicapped children in ordinary schools. And he questioned the decision in the Devolution Bill to provide separate salary negotiations for Wales.

But he believed a worse fate awaited the education service if a Tory government were elected.

Mr Jarvis said the essence of professionalism was that there were matters where it should and does have a say. "There are points at which the teacher is entitled as a

professional to tell the layman that it is his job to know and decide," he said.

He felt relations began to deteriorate between the NUT and the DES when the existence of the Yellow Book was discovered. He did not blame the Education Secretary for it, but parts of it were deplorable. Teachers had never said that nobody else should have a say in what went on in schools. The insinuation was that they had showed an eagerness to be taken over by the DES and to take a much more interventionist role in the education service.

He suspected the authors of the Williams Book had also advised Mrs Williams when she gave what amounted to an ultimatum to the Schools Council. And the influence might well be having a major hand in the shaping of the new to be published Green Paper which would establish guidelines for teachers.

Mrs Williams ought to say what she had in mind for the Schools Council when she said that change in its relationship with DES need not be incompatible with the exercise of professional judgment by teachers.

"In my opinion professional teachers have not abused the freedom to which they have become accustomed."

Mr Jarvis criticized the Government for rejecting the idea of a standing commission on education representing major public interests—"a little nobby" for education, "if there were such a body how much better it would be for the Permanent Secretary to fly his

Move to end 'dirty money' pay

Delegates voted overwhelmingly to abolish the so-called "dirty money" payments to teachers who work in schools in deprived areas. The NUT finally resolved its attitude to the system of social priority allowances after a debate on Monday morning. The executive proposed that the payment of the allowances, which are worth £211 and £276 after three years, should end once a new scheme was set up.

Previous conferences had produced an ambiguous position for the union but now it has been clearly established that positive discrimination for disadvantaged areas should be directed towards the schools rather than their staffs.

The union's new aims are for more money for books, materials, and teachers in deprived schools, and a minimum national level of staffing and equipment in social priority areas.

The union also wants a committee to be set up which will identify and designate the problem areas. At the moment local authorities decide if they want any of their schools to be labelled.

Teachers who are already receiving the allowances should continue to get them under a safeguarding rule which delegates asked for. An amendment from Gravesham, which sought to phase out the allowances over the next 10 years was defeated. The amendment would have done away with the concepts of

left-wing delegates, Mr Max Morris, executive member, said the following resolutions if carried would split the union from top to bottom.

Mr Morris reminded the conference that he was head of one of the largest multi-racial schools in the country.

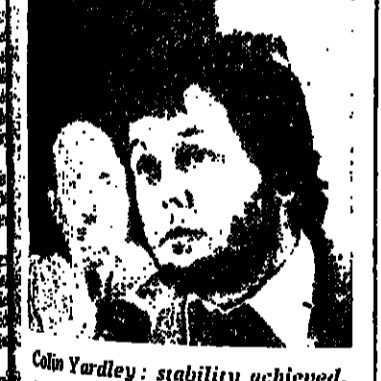
Racism was an extremely sensitive issue. "It's a minefield where there could be explosions in the schools."

The motions could lead to sectarian political tests for union members, Mr Morris warned. It happened those who were shouting most now would be the first to be kicked out.

Proposing the motion, Miss Betty Hunter, said the National Front in-



Colin Vaughan: benefit to staff.



Colin Yardley: stability achieved.

deprived schools which were said to be a stigma. Mr Christopher Botton, proposer of the amendment, said a teachers' task became harder if a school was labelled as a social priority.

Mr Colin Vaughan, also from Gravesham, said the allowances did nothing to help children although they did benefit staff.

He said the allowances had helped to achieve stability of staff. The most important resource was an experienced and stable teaching staff.

Ms Frances Robb, from Birmingham, said the present system was unfair and divisive.

Mr Max Morris, executive, said the union as much as this one. The executive had sought to reconcile opposing points of view with the aim of moving away from those who would be paid but there would be no extra money for the schools which received it.

Mr Ian Gunn, north London, said he was ashamed at the executive's cowardly, "wasteful and disingenuous motion."

"What could be more divisive than a school where some teachers get the allowance and teachers who are in the future do not?"

There are 57,000 teachers in 3,400 schools who receive the allowances.

Young teachers fail to halt pay deal

The pay rises negotiated last month in the Burnham committee were ratified by the conference, despite the fact that the younger teachers were angry at the size of the settlement.

The executive memorandum on salaries was also approved. This pledged the union to support moves to return to free collective bargaining while continuing to back the social contract. Efforts to reject the memorandum and the social contract were heavily defeated.

Mr Geoffry Foster, executive, said that without the social contract the cuts in education spending would have been much bigger. The only hope for teachers was an orderly return to free collective bargaining in accordance with TUC policy.

Mr John Haywood, west London, wanted the union to pursue an independent salaries policy designed to improve teachers' living standards. Collaboration between the Government and the TUC on incomes policy had led to a decline in living standards. But Mr Haywood's amendment was defeated.

Subsequent attempts to alter the executive's memorandum were not debated.

A detailed review of the role the union plays in negotiating salaries will be carried out by the executive.

The conference decided that any future phase of the social contract should contain guarantees against any unexpected reduction in real earnings as a result of prices rising higher than expected.

Mr Fred Jarvis, general secretary, said afterwards that the union would go for a pay policy which contained safeguards similar to a threshold agreement. "The conference was in favour of an acceptable social contract and a phased return to free collective bargaining, but not a free for all," he said.



Max Morris: "minefield".

Ban on National Front defeated

The conference defeated the motion backed by the left-wing Rank and File and Socialist Teachers' Alliance groups which would have banned the National Front as a National Party supporter from the NUT, committed teachers to joining black defence groups and to eliminating all "racist and imperialist ideas" from school material.

The conference also rejected an amendment which would have committed the union to endorsing the strongly worded TUC resolution on racism. Instead it passed an amendment moved by Mr Brian Latham, of Manchester, which emphasized that the NUT's role in combating racism must be educational.

Amid noisy interruptions from

left-wing delegates, Mr Max Morris, executive member, said the following resolutions if carried would split the union from top to bottom.

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Proposing the motion, Miss Betty Hunter, said the National Front in-

tended to contest 85 out of 92 seats in forthcoming London elections. The educational policies of the National Front are separate education for blacks pending repatriation. This is tantamount to being in support of apartheid," she said.

Mr Tony Clark, Rother Valley, where a National Front candidate stood for Parliament last year, said that when his association wanted to take part in a demonstration against the candidacy they were told from union headquarters that to take part the NUT was outside union rules.

Mr Tony Graham, east London, said racism was no longer a threat but a reality in every spare of British life. The Stechford by-election had proved it.

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disputed schools which were said to be a stigma. Mr Christopher Botton, proposer of the amendment, said a teachers' task became harder if a school was labelled as a social priority.

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There are 57,000 teachers in 3,400 schools who receive the allowances.

Switch to postal vote a 'victory for commonsense'

Postal ballots will be introduced in elections for officials of the National Union of Teachers' 560 local associations. Delegates to the union's annual conference will also be chosen by postal vote.

The rule changes, which will come into effect from the start of next year, were bitterly opposed by many speakers from both the right and left wings. The proposal to alter the rules was revealed in the TES last week. They were tucked away in the executive's annual report and had received almost no publicity. Mr Richard Wilcocks, Wetherby and district, said the TES should be praised for "digging up this controversial paragraph."

It was a controversial issue which

had never been properly debated, nor discussed by the union, he said. In general elections, people entitled to vote were not expected to sit in their armchairs and RH in a voting paper which just dropped onto their doormat. They were expected to make the effort to reach a polling station.

"If someone prefers Stersky and Hutch to Thatcher and Callaghan and can't be bothered to lift himself out of the cushions to make his mark, why should his apathy be pondered?"

"A vote cast for just a name on a piece of paper without reference to argument at all is a vote cast at worst a fraction of a vote cast at a meeting where all the candidates for election have had a chance to

say their piece, where faces can be fitted to names, and where voters have participated at first hand in the process of decision making. In this way, a vote cast on the basis of rumour, hearsay or personal prejudice is far less likely."

Mr John Stevenson, Lambeth, said local associations would be severely restricted by the new rules. Other rules were not mandatory and he saw no reason why this one should be.

Mr Tony Bullivant, Sheffield, said the changes did not amount to a ban. It was an insult to suggest that members were apathetic if they did not go to a meeting. Mr Colin Yardley, Greenwich, said the changes would bring about the maximum participation. "Members have a right not to attend meetings, but they pay subscriptions, and they

have a right to decide who will be their representatives." "In my opinion a 'tiny tail wagged the dog', he said.

The debate attracted a large number of speakers' cards but a procedural motion the debate was curtailed and a vote was taken. There were 123,489 votes for the rule change and Rank and File executive member, said after the debate that the change was a step in the erosion of the rights of local associations to manage their own affairs.

Mr Fred Jarvis, general secretary, said the change was a "victory for commonsense." It was a "victory for the greater participation of members." "It would ensure that the union at local level would be in accordance with the membership

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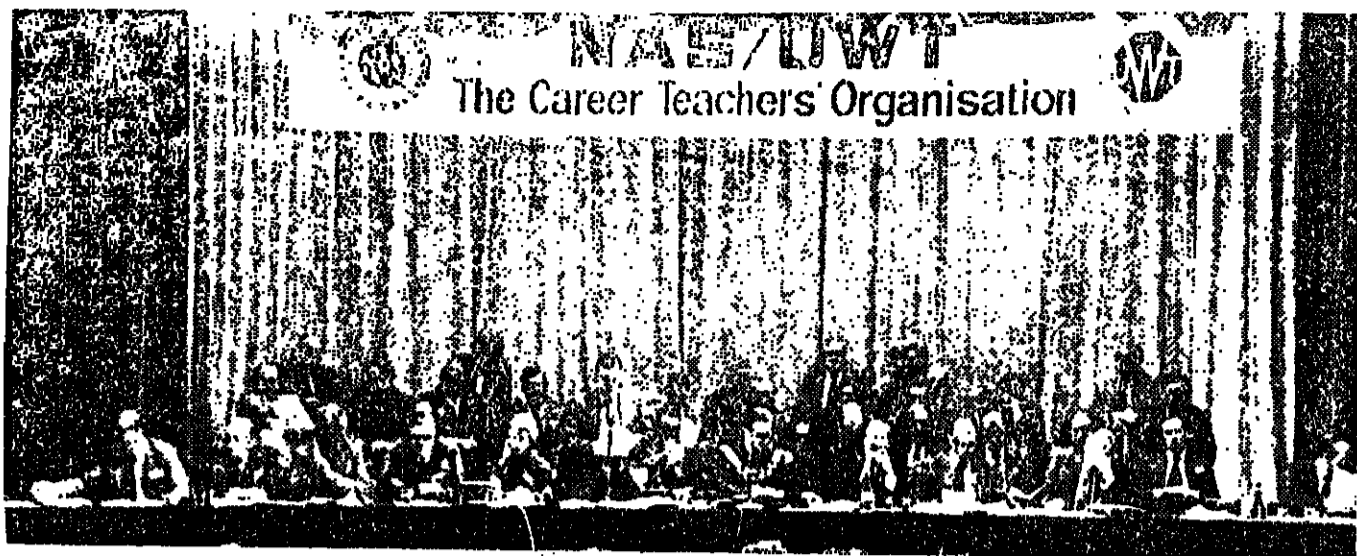
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Torquay, NAS-UWT conference. Bert Lodge reports



Scorn poured on big brother

Call to isolate classroom thugs

Some pupils were so disruptive that they had had to be excluded from special exclusion centres, Miss Esste Codling, a Leeds supply teacher, told the conference.

Moving a resolution for the establishment of special centres for disruptive pupils, she told of one boy who had escaped from a reprimand from a teacher by leaping from a first floor window. The conference applauded when she said: "Perhaps the solution would be to teach them on the fifth floor."

Some parents implied that teachers were to blame for the indiscipline and some local authorities and even some heads did not back their teachers. It was urged that authorities should provide centres to meet the special needs of these children. Teacher-pupil ratios should be as good as for mixed-sex pupils.

Britain's biggest teacher union was to blame for the failure of teachers to better their status and conditions at the annual conference of the National Association of Schoolmasters-Union of Women Teachers held in Torquay this week.

Without mentioning the union by name, Mr Bernard Farrell, incoming president, condemned its dominance in both of the Teachers' Panel in salary negotiations and the Schools Council. It was the fault of the same union that there was still no Teachers' General Council.

The National Union of Teachers has 16 representatives on the Burnham primary and secondary committees and the NAS-UWT has three. On the 80-plus governing body of the Schools Council, the NUT has 47 members and the NAS-UWT four.

The prospect of returning to Burnham to settle teachers' salaries once the social contract was ended was a soul-sickening thought, said Mr Farrell. "A negotiating body, one side of which has a permanent, built-in majority for one of its components, is an anathema to the Teachers' Panel is dominated by one union whose policy always prevails."

dominate the work of the Schools Council as has happened since it came into existence in 1964. This has not been good for the council, or for the education service and certainly not for the union concerned, which must bear the brunt of all criticism emanating from the DES, the press and all those with vested interests in seeing the council weakened."

That criticism derived largely from the gross imbalance of teacher representation from the different unions, and the belief that the Schools Council failed to make adequate contact with the ordinary classroom teacher.

The NAS-UWT was responsible for the current revision in the council of teacher representation on the various committees. He doubted the relevance of some of the remote three and four-year projects financed at national level. Encouragement for local curriculum development would be more relevant.

As long ago as 1960, said Mr Farrell, a proposal was put to the College of Preceptors that a Scholastic Registration Act was needed on lines similar to the Medical Registration Act of 1958, which led to the establishment of the General Medical Council, the doctor's professional body.

The Weaver report although their signatories approved it. The main outcome of teachers securing a general council now would be the responsibility for disciplining teachers. "No doubt the Secretary of State would be pleased to be relieved of the problem."

Citing figures to illustrate the increase in violent crime, Mr Farrell said that in the Metropolitan area last year it was 25 per cent up on the previous year. "People are killing for the sake of killing. Violence is a cult. Rape is for mere report and condemnation in the courts. No one is immune. Nowhere is safe. This is the society in which we are bringing up and educating our children."

It was the NAS alone, "against opposition, denial and disbeliever from all bodies associated with education" which revealed how the new cult of violence was reflected in our schools. "Scorn and criticism provided the dialectic to spur us on. We promoted a number of successful actions to protect our members in the schools. We were responsible for a number of publications like Violence in Schools and its Treatment."

Why, he asked, had such violence evolved in the past 20 years. "I believe the answer lies in ourselves. We have allowed pretensions of authority and expert opinion to indoctrinate us; we have trusted where we should have questioned, and evil is in control."

Mr Joe Boone, Bolton, said it was time "to stop pussyfooting about". To cover vacancies absent teachers were doing more and more of the jobs and trade union practice.

Opposing the amendment, Ron Cocking, of the DES, said it would mean using force against both good and bad teachers. There were less which maintained staffing because they knew what the school would do if they failed. The statement was lost.

Reports of teachers' traffic offences will no longer be logged at a bath house, said Mr Wallace, a Newcastle Comprehensive teacher. He had been assured of this in a letter on April 3.

Why, he asked, had such violence evolved in the past 20 years. "I believe the answer lies in ourselves. We have allowed pretensions of authority and expert opinion to indoctrinate us; we have trusted where we should have questioned, and evil is in control."

to teachers. Parents should see their children behaved in school, and they were sufficiently near the classroom. Mr Lawrence Norcross, head of Highbury Grove School, London, said: "I believe the customer has accepted in professional responsibility. Some of our colleagues, standards are not high enough. We should have oversight of the system but let us not in our professional sensitivity forget to whom we are acceptable."

Mr Geoffrey Crump (above) chief education officer for Leicestershire, has been appointed chief education officer for Avon. Avon's first chief education officer, Mr Derrick Williams, resigned in protest last October to take a lower paid job. Avon's version management system of running local authority.

Bert Lodge

Food for new thoughts on malnutrition

We all, of course, remember the time not so long ago when we were all supposed to be scared stiff by the prospect that the world would soon succumb to hunger and starvation. Was there not a United Nations conference on food, with Dr Henry Kissinger there at least for the first morning?

For weeks afterwards, the newspapers were full of the news that supplies of food were short and that people were becoming shorter. Hand-wringing was particularly conspicuous about what people called the protein gap—the difference between what was supposed to be the average person's need of protein and the amount of protein actually contained in food.

Who, then, would have thought that the protein gap would have been made to go away as quickly as it has in reality disappeared? For now, if you take the trouble to scan over the statements about increasing mass hunger put out by the most scary organizations—you find no mention of the protein gap.

Have the farmers of the world done the decent thing, and begun to orient their production to the needs of the human race? Or have the chemical manufacturers begun what has been on the cards for decades, and built plants for manufacturing protein out of natural gas, or waste straw, or some other commonly available material?

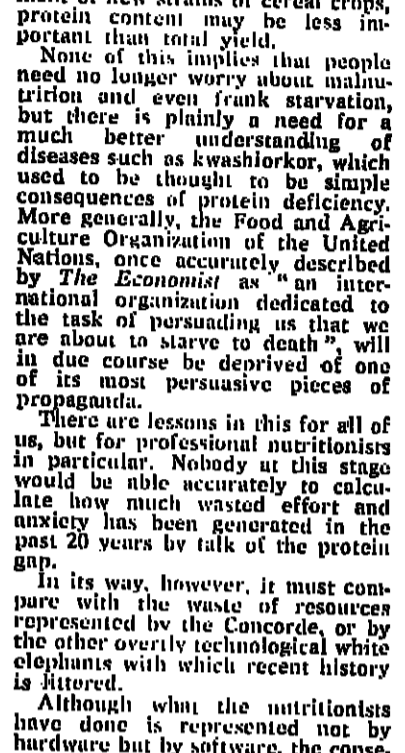
It is nothing so dramatic. The protein gap has been made to go away simply because the nutritionists have reduced their estimates of the quantities of protein needed each day to keep the average person alive. The first reaction is one of unalloyed pleasure. Is it not splendid that what seemed to be a horrendous problem is not really a problem at all?

It is true that in the old days this is the kind of thing that happened to those unfortunate enough to be incarcerated for years on end. Many of them are still in the psychiatric hospitals, and will be there until they die. But many others have escaped this most pathetic fate in the past 15 years or so, partly because the psychiatric hospitals have come to recognize that incarceration itself contributed to the extreme deterioration of psychiatric patients, partly because of the use of the drugs known as phenothiazines.

The result is that many more people suffering from schizophrenia are now living "in the community" as the jargon of the social services has it, and so the question arises of how the community should best respond to this challenge.

The first thing to say is that schizophrenia is by no means uncommon—something like one person in 2,000 can expect to suffer a schizophrenic breakdown at least once in his or her lifetime. The disease is not necessarily chronic—some people (especially young people) may have just one attack and then recover. Those who suffer from the disease tend to be emotionally withdrawn.

Science diary by John Maddox



There are lessons in this for all of us, but for professional nutritionists in particular. Nobody at this stage would be able accurately to calculate how much wasted effort and anxiety has been generated in the past 20 years by talk of the protein gap.

In its way, however, it must compare with the waste of resources represented by the Concorde, or by the other overly technological white elephants with which recent history is littered.

Although what the nutritionists have done is represented not by hardware but by software, the consequences are exactly comparable. It is another proof that all scientific disciplines must be exceedingly wary of allowing their skills to be exploited by others.

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Study to investigate sectarian schooling

A major study of the effects of denominational and interdenominational schooling is to be carried out next year by the Irish School of Economics.

This study, the first of its kind, will take one group of young people educated entirely in denominational schools and another group from interdenominational schools and will attempt to assess the effect that their schooling has had on their religious and social attitudes.

The investigation forms part of a wider programme of research costing about £24,000, most of it from voluntary subscriptions. The Irish School of Economics is itself somewhat of an anomaly in the Irish educational system: it is a third year research-based institute, financed largely by foundations and private subscription, under the direction of an energetic Jesuit, the Rev Michael Hurley.

The school's initiative in this helps to point up the almost total absence of research into denominational and interdenominational education in Ireland, whose departments of education have often had strong church links.

Protest controversy appears likely over proposals for teacher representation on the new Teaching Council, details of which will be announced by the Minister for Education soon. The main difficulty arises in the

secondary schools, most of which are owned by Roman Catholic religious orders and in which members of these orders often form part of the teaching staff.

Under the latest ministerial proposals representatives on the new council will be elected by teachers at large. As most religious teachers are not trade union members—they have several times been rejected as potential members by the Association of Secondary Teachers (Ireland)—this means they will be able to secure places on the new council by block voting. This is likely to be unpopular with ASTI members, who had assumed that, as the major secondary school teacher union, their members would have the right to elect all the relevant teacher members of the council.

By planning to extend the electorate to include all teachers, the Minister for Education is placating members of the religious orders who they were being denied representation. But it raises a problem for the ASTI teachers, who argue that teacher members of religious orders are as much representative of the orders who own the schools as of the teachers who teach in them and should therefore be classified as management.

This debate has become more acrimonious in the past few years as more lay teachers have moved into the republic's 530 secondary schools. The religious teachers have their own organization—the

Irish diary

Association of Post Primary Teachers of Ireland—but, apart from holding an annual conference, it seems to have little function, and does not take part in any trade union-type activities.

Spoken on primary schooling re-elected sharply last week to publication of government statistics which showed that the cost for each pupil in primary schools was only one-fifth of that for a pupil at third level. Sister Columba, president of the Confedera of Parents and the Catholic bishops. Originally, these 10-member boards were to have six nominees of the owners and managers, two elected parents, one teacher and one member nominated by the other nine. The ASTI rejected this formula and threatened to go on strike if boards of this kind were introduced.

After negotiations, the tenth seat on the board is now also to be offered to the teachers, and this is the basis of a new proposal which will probably be balloted on by the ASTI. Another perennial topic was the proposal for a merger between the ASTI and the other major secondary school teachers' union, the Teachers' Union of Ireland.

John Horgan

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N.B. THE 16+ INQUIRY REPORT. The 16+ Inquiry Report is now out of stock. The Times Educational Supplement much regrets that, for reasons of cost, it cannot be reprinted again.

Mark Webster reports on how an ambitious French scheme for lifelong learning is running into difficulties

Not so permanent education

PARIS The National Education Federation (FEN) which represents over half a million teachers listed adult education as a top priority when it published its plan for education. The FEN demanded the right for each employee to take two years of post-school education at some time in his working life.

It is a demand that is likely to go unmet, judging from the lack of response by the government following the fifth anniversary of the law governing education continue and professionnelle. The law, passed in 1971, made provision for workers from all walks of life to follow courses aimed at improving their social position or bettering their chances of a job.

The law had a double objective: to allow the expression of personal aspirations and to answer the needs of the employer and the labour market. The cash for the scheme still comes from an obligatory contribution from each employer equal to 1 per cent of his total wages less plus government aid. Anything the employer does not spend on his own employees goes into a central fund.

Initially, the idea was greeted with enthusiasm by unions and employers but cracks are showing in the operation which the government is proving slow to repair. The amount of money coming from industry has stagnated and inequalities in the application of the scheme to different types of worker have not been ironed out. The situation has resulted in growing cynicism from the workers and discontent from the unions.

The idea was first proposed after the last war but it was not until 1966 that a system was agreed in principle and no law was passed until 1971. The intention was to see the employer's contribution gradually increasing from 1 per cent of their wage bill to 2 per cent by 1976. In fact, the figure reached 1.63 per cent in 1974 and went down slightly the following year.

Nonetheless, the number of workers benefiting from the scheme

grew from 1,050,000 in 1972 to 1,770,000 (17 per cent of the active population) in 1974. Over the same period, the state's contribution went up from 1.4 thousand million francs to 2.8 thousand million francs.

The government takes heart from the results of an opinion poll it commissioned a few months ago which showed that four out of five French people were aware of their right to leave of absence for further training. One in eight said they had taken advantage of the opportunity.

But the rosy picture suffered a subtle alteration after the Seventh Plan relegated the post-school education of adults to second place, giving No 1 priority to finding work for school leavers. It maintained its importance only because it was seen as a potential answer to growing unemployment.

The situation is especially grim for the job-seeker. Only 3 to 5 per cent of those looking for work have the ability to qualify for some sort of training scheme which is 164,000 out of a total of 2,600,000 requests for work registered last year.

An agreement was signed last year between the employers' federation (CNPF) and some of the unions. The new provisions make the employer responsible for paying expenses (lodging, transport, etc) for courses totalling less than 500 hours, plus the wages for the first year. On courses lasting longer than 500 hours the employer agrees to pay 123 weeks' wages but no expenses.

The two biggest union confederations, the CGT and the CFDT, refuse to have anything to do with the agreement which they considered draconian. Their main complaint rests on the fact that the number of manual workers hoping to obtain a professional qualification has dwindled because the average training course lasts twice as long as their maximum wage entitlement.

In addition to the other disadvantages, the worker in a small firm is far less likely to follow a training course than his colleague in a big enterprise. In firms with under 50 employees only 5 per cent qualify for courses whereas in those with over 2,000 employees 30 per cent have benefited.

Workers in small businesses are



Paid leave for workers such as this is becoming rarer.

also in a bad position because of a regulation limiting the percentage of staff following a course to 2 per cent at any one time. This has meant that firms employing between 10 and 19 employees use only 0.5 per cent of the money they must spend on their own employees while a firm with over 2,000 employees spends on average 2.57 per cent of its annual wage bill on such training.

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Workers in small businesses are

West Germany

Twice as many staff jobless predicted

by David Dungworth

West Germany's teachers' trade union, the Gewerkschaft Erziehung und Wissenschaft (GEW), expects last September's figure of 5,250 unemployed teachers to almost double to about 10,000 this year. Another 20,000 are likely to be on short-time.

To prevent the jobless total rising still further most Länder are increasing the number of temporary appointments in the public sector to the profession. These run for a maximum of three years and usually offer only half or two-thirds of the normal weekly number of teaching hours with correspondingly lower salaries.

They do not, of course, carry the very attractive conditions of service which the majority of teachers in the Federal Republic enjoy as Beamte (civil servants), nor have any of the authorities promised to find permanent posts for these teachers when their temporary contracts expire.

Such expedients have been severely criticized by the teachers' representatives. So far only one suggestion has received union approval. The state government of Rheinland-Pfalz is proposing to allow Beamte to apply for leave of absence for up to six years during which time they may take up part-time teaching jobs on a pro rata salary basis. This service will be pensionable and at the end of the period they will resume their permanent appointments.

It is felt that many older members of staff will wish to take advantage of the arrangement and this will open up vacancies for training college graduates.

The problem of teacher unemployment is basically an economic one and the teachers' organizations themselves have put forward a variety of ideas for easing the situation. Several of these have proved highly controversial, even within their own ranks.

Herr Clemens Christian, president of the German Teachers' Association, has suggested that should give up 1 per cent of its pay increases for 1977 in order to provide more jobs. This, he claims, would result in an annual salary of 1,600m (nearly £400m) for 35,000 teachers.

A more complicated scheme has been advocated by the Bayerische Frauen Lehrers' Association in Bavaria, where pupil/teacher ratios are particularly unfavourable. Nearly 12,000 classes contain more than 35 pupils and over 100 children are being taught in the same classroom.

To make places available for more qualified teachers new classes would spend 10 hours a week teaching and 18 hours attending parents and practical demonstrations in their first year.

In the second year the pupils would be 16 hours and in the third 18 and 19 hours respectively. Instead of the present monthly salary of DM2,100 (about £80) a month they would earn between 8 per cent and 14 per cent of this amount. The Bavarian Ministry of Education has raised several objections to the scheme both on legal and practical grounds.

The GEW has put forward a comprehensive set of proposals which include the regulation of the number of teachers in the German trade unions. Its president, Herr Erich Priester, maintains that most Länder have sufficient resources from last year's budgets to accept all qualified applicants for teaching posts. Additional funds for combating unemployment generally should be raised by higher taxes on business profits, the removal of tax privileges enjoyed by farmers, and a defence expenditure and a supplementary tax on any individual whose income exceeds DM1,500 a month, says the union.

Greek strikers go back

from Mario Modiano

ATHENS A 30-day strike by state secondary school teachers has ended in victory for the government.

The Federation of Secondary School Teachers agreed to end the strike after a government promise that their pay claims would be included in new uniform pay-scales for civil servants which will come into effect next January.

The government also promised to grant all civil servants overtime pay after July 1. This would be incorporated in the pay-scale increases.

Those offers were substantially the same as the Government made when the strike began on March 2. During the strike 90 per cent of the 1,200 state secondary schools in Greece, which employ 15,000 teachers to educate 500,000 pupils, were closed.

The state teachers claimed that they received less than their share of the state budget for salaries paid to civil servants.

Salaries of secondary school teachers range between £2,600 and £3,720 (after 25 years' service). The Ministry of Education said that if the government gives in to these demands, the plan for a uniform pay scale for civil servants would have to be scrapped.

Meanwhile, a strike of teachers in private schools which began on March 7 was still continuing. It was in support of a demand that their employment should be on a permanent basis, not on a three-year contract as hitherto. The private school owners have rejected this demand.

The Union of Private-School Teachers lost its case when the Special Administrative Tribunal ruled that it would be unconstitutional to deny business such as private schools the right to hire or dismiss personnel.

The Ministry of Education told

the strikers that if they returned to their classrooms, it was willing to grant them guaranteed state employment if the private school where they worked closed down.

Private school owners had threatened to replace the strikers with the hundreds of graduates of state training colleges who remain unemployed.

... And in Spain, too

from James Connell

MADRID Spanish contract school teachers after their 30-week strike (ENR March 11), the longest and most acrimonious in 40 years, have now returned to work, having reached an uneasy truce with the Education Ministry. The teachers, who are on yearly contracts and who staff most of Spain's school system, extracted few concessions.

Most of these concern the long-standing complaint about their job security. The education authorities agreed in principle to guarantee a number of permanent jobs equal to the number of contract teachers in state employment over the next five years. Examinations tailored to in-service teachers and in which experience and years of service were taken into account. This, it was argued, will give the contract teachers a head start over other candidates.

The content and timing of the examinations will be decided by a special commission on which representatives of the teachers will sit with members of the powerful "Asociacion de Profesores" Association of Teachers' Association. Interests are likely to be conflicting.

Soviet Union

Competition banned after 'rigged' marks

by John Dunstan

Mr Prokofiev, the Soviet Minister of Education, has just issued a circular outlawing academic competition within Soviet schools and forbidding the use of the average rate of pupils' attainment as an index for evaluating the school's performance.

In the Soviet Union children's work is assessed on a five-point scale with three as satisfactory. In keeping with the Soviet practice of setting planned targets, the education authorities have in the past laid stress on the steady improvement of pupils' achievement as reflected in their marks. These are used by head teachers as the basis of regular reports to local education offices, which have sometimes ranked their schools on such criteria.

According to Soviet press reports this has had many unfortunate consequences. Heads have evidently been under great pressure to paint as bright a picture as possible and in turn have pressurized staff to upgrade unsatisfactory pupils. Some education authorities have laid down norms of quality, defined as the percentage of pupils with fours (good) and fives (excellent), and teachers have felt obliged to push up marks accordingly.

This is now considered to be unfair to young people. They assume that their high marks at school suggest success in the competitive entrance examinations to higher or secondary technical education. But if the marks are bogus, they are rudely let down. Such a practice brings schools into disrepute and so the majority of good and conscientious teachers come under suspicion. But the shortcomings of the less able colleagues are camouflaged.

These performance criteria, it is felt, cramp the curriculum campaign to raise the level of young people's knowledge. They also hinder the aim of improving the ideological and "upbringing" functions of the school.

The Soviet Ministry of Education has been concerned about this for some time and last summer issued a document pointing out the need for much wider and more sophisticated criteria for evaluating a school's work. The present criteria refer to that document and there are clear signs that its recommendations are to be regarded as mandatory.

The document does not state in what precise way the new yardsticks are to be applied. But it makes clear that there should be a move from summative to qualitative considerations. Children's work will continue to be assessed on the five-point scale and this must be done rigorously and responsibly, but the minimum that has often attended marking is to be eliminated.

At least, is the intention. Much will depend on the readiness of local authorities to scrutinize more thoroughly than in the past the work of their staff. If they do not, the circular warns them, they will be held responsible.

South Africa Spending on blacks continues to lag

South Africa

In spite of increased expenditure on education for all races in recent years in South Africa and some early adjustments to remove racial disparities, the gap in the amount spent by the state on education of the various race groups remains. According to the latest figures given in Parliament, the per capita expenditure for African children in 1975 was R41, for coloured children R177, for Asians R230, and for whites R621. This compares with the following totals applied to Parliament for the previous year: Africans, R39; coloured R120; Asians R170; whites R615.

Most of these concern the long-standing complaint about their job security. The education authorities agreed in principle to guarantee a number of permanent jobs equal to the number of contract teachers in state employment over the next five years. Examinations tailored to in-service teachers and in which experience and years of service were taken into account. This, it was argued, will give the contract teachers a head start over other candidates.

The content and timing of the examinations will be decided by a special commission on which representatives of the teachers will sit with members of the powerful "Asociacion de Profesores" Association of Teachers' Association. Interests are likely to be conflicting.

The Ministry of Education told

Revised Nuffield Chemistry gets its Options together

A series of new option booklets forms the pupils' material for Stage III of the Revised Nuffield Chemistry course. They contain all the experimental details and background reading between the same covers, providing a real advantage over the separated materials of the first edition. They give pupils an opportunity to put into practice some of the ideas and techniques that they have learned in the earlier stages of the course. And they test pupils' ability to think and work independently.

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There are eleven Options in Revised Nuffield Chemistry. One of these, Geochemistry, is described in Teachers' guide III. The other ten come in the form of separate booklets. Pupils are expected to take two Options for the examination.

The ten titles are:

- 1 Water
- 2 Colloids
- 3 Drugs and medicines
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Each booklet is attractively designed and fully illustrated. A special emphasis has been laid on the relation of the work to everyday life.

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instructions for experiments, including a list of the apparatus and chemicals required (sometimes the instructions are precise, but at other times pupils are asked to make their own plans);

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tables of data, to supplement, where necessary, the data section in the Handbook for pupils;

questions and exercises to direct the pupils' thinking about the theory and experiments, and to encourage further library reading;

review questions and essays, usually in the style which might be used in public examinations.

The booklets should make it easier for teachers to allow more individualized learning, with pupils in the same class making their own choice of Options. Equally, the booklets will be useful if the teacher chooses the Options, and all pupils do the same work.

The Options booklets are being published at the end of April by Longman Group Limited — Resources Unit, York.

Teachers' guide III (which contains the commentary on these ten Options and also a chapter on Option II Geochemistry, for which no pupils' book is provided) will be published by Longman Group Limited, Harlow, in Spring 1978.

Also to be published by Longman Group Limited, Harlow, are: Handbook for pupils, Chemists in the world, and Teachers' guide II.

Experiment sheets II is already available, as are all the materials for Stage I of Revised Nuffield Chemistry: the Study sheets, Experiment sheets I, and Teachers' guide I.

Revised Nuffield Chemistry

Italy Grass-roots advisory body set up

from Dalbert Hallenstein

VERONA More than 70 per cent of Italy's million school employees voted last month to elect representatives to the first National Education Council.

The council is part of an elaborate system, set up in 1974, to democratise school administration. It will be appointed by the Education Ministry.

The council will advise the government and Education Ministry on all matters affecting education policy and personnel, and will offer suggestions for educational experimentation and reform. It will also act as a court of appeal in cases affecting staff discipline.

Last month, too, the election of Italy's new school district councils should have taken place for the first time, but were postponed until next autumn.

Sweden

More teachers 'go absent'

from Mike Duckenfield

STOCKHOLM On average one in eight teachers was absent from school last year compared with slightly more than one in 11 five years ago, according to a recent report from the Central Statistical Bureau.

The bureau's annual spot check survey through the second of the two school terms, last March, which is held to be a good indicator of yearly trends, showed that 12.4 per cent of Sweden's 122,600 teachers were away from work. In 1970, the figure was 9.8 per cent.

While sickness and pregnancy continued to account for most absences, the overall increase is mainly due to the rising number of teachers taking subsidised leave of absence to study or look after their young children.

Pregnancy was the reason for 26 per cent of all absences. More than twice as many women were away from work as men. In addition, while 12 per cent of women absences were looking after children only 2 per cent of men were — despite a recent government attempt to encourage men to share child care leave.

Men were markedly more prone to sickness. This accounted for 33 per cent of absences among men but only 25 per cent for women. They were also more likely to take leave for study (13 per cent compared to 11 per cent of all absences).

Absence among men tended to increase with age, rising from 6 per cent of under-25s to between 9 to 10 per cent of those in their thirties and 10.2 per cent of those over-55s.

The survey also revealed that while the number of teachers only rose 2.8 per cent last year, there was a 20 per cent increase in part-time employees, now accounting for 11 per cent of all teachers.

Major growth has been in the recruitment of special education teachers, numbers of which have risen 25 per cent so that one in 12 of all teachers now fall in this category, subject teachers in upper secondary schools and the last three years of comprehensive schools (up 47 per cent) and in teachers of practical and vocational subjects (up 24 per cent).

For all other groups there has been a relative decrease in numbers and an actual 9 per cent drop in the number of school heads, mainly due to amalgamations and phasing out smaller schools.

Continued sex differences were also underlined. Whereas women accounted for 89 per cent of teachers of 7-10 year-olds and 61 per cent of those for 10-13 year-olds, and 8 per cent of heads of study were women.

Bachelor or masters degrees were held by 25.3 per cent of teachers and 24 per cent held licentiate or doctoral qualifications.

A recent bill presented to parliament by the Schools Minister, Mrs Britt Mogård, proposes that students wanting to enter nursery school and play leader training colleges two years' upper secondary schooling or equivalent — including two years of Swedish and English. Those over 25 with four years' work experience only need the English qualification.

Handwritten Arabic text in the left margin.

LETTERS

I saw Faraday launched into trouble

Sir.—The story of Faraday Comprehensive School is larger and longer than was implied in The TES (March 25). In many ways it is an ideal subject for study, showing how the early comprehensive dream can turn into something like a nightmare. Its very birth was forced. Faraday became comprehensive in name as early as 1961-62 in the then borough of Acton. However, a rearguard action was fought to keep the nearby Acton Grammar School, and for a number of years the continuing existence of this rival put the pressure on the infant Faraday to justify itself in academic terms. Almost immediately Faraday started out on the same path as the type of school it was designed to replace. "New prebster was to become old priest writ large." All major appointments in Faraday were made from within the borough. In the early sixties the freshness of the comprehensive image had great appeal, and at the very least the local authority could have seen the calibre of the candidates the country had to offer. Instead, local people of limited experience, unsure of the comprehensive ideal and unaware of organisational problems to come, floundered themselves in a school planned on a far larger scale than they had ever known. The staff were allocated to this and other schools in an autocratic manner. This assured relations with the authority as did the treatment afforded to the displaced heads of the extinguished secondary modern schools. From the first, the omens were poor. Problems, which have now become common knowledge, soon appeared. A factory-like structure was created in which the running of the machine became paramount. As new grades, titles, facilities and facilities and other aspects and terminology of the business world were introduced, the class teacher approximated more and more to the status of factory hand, further and further from top management and any real involvement in policy-making decisions. Experienced teachers moving into new positions and so teaching less, were the very teachers needed most

in the classrooms. There the main burdens were increasingly being taken by their younger colleagues. Identification with and loyalty to the school became more difficult, and staff changeover more frequent. Instead of teachers with faith in the value of what they were teaching, and with confidence in the developing character of the school, there grew up a siege mentality and a grim determination to survive. In these developing years, great practical and psychological help should have been given by the then Ministry of Education inspectors. Yet, at the very time when these experienced and impartial observers should have been nurturing Faraday and other early comprehensive and gathering information to help later generations to avoid fundamental mistakes, they were withdrawn to the sidelines. The new school was left to struggle alone. So, too, after early enthusiasm, did the visiting parties of foreign educationists dwindle away, as did real contact between school and the authority. The children, drawn from many backgrounds, were committed to academic courses, waded down to various degrees, but basically all destined for the same type of examination at the end of the road. To ensure the semblance of uniform academic success, pressure grew for the creation of an examination system controlled from within. Thus the setting of children against the standards of external independent bodies could be avoided, and a true appraisal of the comprehensive school's academic status made impossible. At Faraday, extra pressure was put on the school by the introduction of a significant number of West Indian children to the school population. They brought exuberance and energy and, in many cases, extremes of mood which did not easily fit with the routine courses they were expected to follow. Most teachers were unprepared for the new arrivals and inexperienced in channeling these qualities to the best advantage. The school organisation lacked the flexibility to respond quickly to the new demands. Many of the West Indian

children felt themselves at a disadvantage and not receiving an education tailored to their needs. The original intention of having about 1,500 pupils at Faraday was never realised, and when Acton and Southall became part of the Borough of Ealing, the same places at Faraday were used to relieve pressure on the Southall schools by taking in considerable numbers of Indian and Pakistani children. The Faraday teachers, still trying to come to grips with existing difficulties, found themselves under further pressures, with new cultural, national characteristics and tensions to deal with. The organization of the school responded as slowly and as minutely as the West Indian pupils, and apart from the employment of the odd teacher to help with the English readers, little notice was given to the needs of these children. The educational justification for admitting the Indian and Pakistani pupils to nearly two hours' travelling each day across the borough to a school outside their neighbourhood and without sufficient numbers of special staff to deal with their language and cultural difficulties was, to say the least, questionable. There was little doubt that the arrangements for designating an expediency rather than to serve the needs of the children and the school. Once this policy was adopted for the immigrant children it became fashionable to use it to relieve pressure on all Ealing areas. Soon parents across the borough became aware of Faraday waiting to take the leftovers from more favoured schools: Faraday still struggling to find its feet was not helped by receiving unwilling children from antagonistic homes. For the sake of the school and the children, this easy option of using surplus capacity to take the overflow from other areas should have been resisted. When the three boroughs were combined into a comprehensive education, though it was clear that soon, this system would be universal in the new Ealing. The authority had no wish to hear criticism of a school representing the system of education it was about to

introduce, and through its education department, attempted to give all discussion on the schools during the reorganization. The centre of interest was Ealing itself, and many members of the education committee know little about Acton conditions. Faraday was merely a school on the periphery. Any attempt to make conditions at Faraday known to the authority was resisted until all schools in the borough were safely in the comprehensive net. Then, as similar problems began to be felt in Ealing itself and the parents there—more vocal than in Acton and Southall—began voicing doubts, the authority yielded to pressure and set up a sub-committee to examine the problems of school discipline. So the story of Faraday comes to the present. No solutions to the discipline problems have been offered, and with the authority viewing the symptoms rather than examining the root cause, none seems likely. The approach bears a close affinity to the implications in Mr Casey's comments on seeing the Panorama programme on Faraday. In general terms it is the portrayal of the schoolchildren as difficult and unmanageable with the system disclaiming responsibility, wringing its hands and suggesting that the blame lies somewhere vaguely between parents and an undefined "modern society". We are asked for our sympathy for teachers and our condemnation of the children. It would be unfortunate for this view to become too fashionable. The story of Faraday suggests that it is going to be easier and more rewarding to fit the comprehensive to the child rather than vice versa. By happy chance, the same edition of the TES carried in Break an article on Maurice Holt, setting up as an independent educational consultant. Here is a fine opportunity for Ealing to grab him for three months during the interregnum at Faraday and to give themselves a chance of understanding the school on its own terms, at last, of getting it on the road to success. B. T. GIBSON, West Ealing, London. Teacher at Faraday, 1956-1974

After that maths job

Sir.—The readers might be interested in the number and position of applications received for a post recently advertised in the TES. It was for a mathematics specialist. Scale 1 capability, teaching computer studies. The school received 31 applications; they were: 15 non-graduates with special mathematics training; 2 graduate engineers; 12 graduates; 2 BEd graduating 1977. Most of the graduates were mathematics specialists who had completed studies as part or in addition to their graduate studies. This school is a ten-form comprehensive school teaching the Mathematics Project through a mixed ability system of organization. C. G. ADAMS, Headmaster, Slatford School, Pooley Road, Newcastle upon Tyne.

No department

Sir.—Unfortunately, in the article "When did you last see your education officer?" (March 25), the impression is given that there is a secretary's department in Kent. In fact, the chief executive has no department. The county secretary has a department. It does not prepare the minutes of the education sub-committee, and I personally do not consider it expensive or cumbersome. It does, indeed, give very valuable, in fact essential, services to my department, and to the education committee itself, in a range of important affairs such as legal advice (a rapidly expanding field these days), specialist research and management services, public relations and procedural matters. W. I. PETTY, County education officer, Kent.

Disaster when discipline holds sway

Sir.—Having heard and read condemnations of The Best Years? and the chaos it portrayed, I question the assumption, made by many educationists and parents, that schools must be institutions of discipline. Anyone making this assumption must be unaware of the possibilities of the relationship being built up by the teacher. I stress possibilities, because everything depends on how he and the children develop their relationship, whether he can persuade without resorting to the well-trodden path of hard discipline. Despite the impression given by Angela Pope, the great majority of teachers are basically disciplinarians. They can be put into two categories: first, those who believe in discipline for its own sake and are likely to retain their opinions against most odds; second, those "young teachers indoctrinated by the Plowden philosophy" in the words of the latest Black Paper, who find their lovely ideas swimming in a sea of confusion, the confusion of children confronted with the conflicting methods of old and new side by side, and who resort to discipline to save their skins. Both types adopt the usual ploys to enforce their discipline, ploys totally unrelated to education, such as forbidding chewing during free periods, insisting on school uniform, and a host of other petty restrictions. Under the guise of education, these ploys are merely the tools with which a teacher dominates the children, and are often used in conjunction with a display of contempt for the children. Most children show a preference for being taught by the disciplinarian rather than the disciplinarian teacher because they experience order, and they feel secure, though the order be imposed, often forcefully, on them. But as for flogging the teachers who impose it, as hinted at in Michael Church's

review (March 25), nothing could be further from the truth. I have heard many children complain of being treated like dirt, worse than animals. When they have built up fear and resentment rather than respect, can we be surprised that they don't want to be in the responsible citizens? The next issue is whether the teacher can use an informal relationship as a springboard for providing his children with a curriculum which meets their social and personal needs and problems—for, with a class of 30 children, such a relationship on its own is useless. This is crucial. Most school curricula, including the "relevant" ones, hold no intrinsic interest for the majority of children. A good conventional rhetoric or the brilliance of his performance, can make a subject interesting, but, if this source of extrinsic interest is lacking, either discipline must be enforced or the curriculum changed. The informal teacher must find a way of providing a curriculum which interests the pupils, and the best way is to involve the pupils in developing their own curriculum. Another assertion I question refers to that part of the film which shows a "successful" teacher. One's immediate reaction to the boy who swears at a "woman" during years was that here was somebody who could handle a situation, an experienced teacher who had the technique of putting a miscreant pupil in his place without being officious, but by invoking the boy's conscience. We witnessed the boy slouching out of the room, if I remember correctly; but what happened after that, probably, but not necessarily, because he knew he would be flogged up? But was he sincere or did he really feel that she had been good to him, and that she should be the one to apologize? To find his friends? How would you act on with Mr X? What did he say?

"The sad told me to apologize to the old bag." The old lady, a resentment greater than he had formerly felt towards either the woman teacher or the housemaster, because he felt wretched and humiliated. And the result, he will give the Post Office yet another chance to display its poster. "This telephone kiosk has been damaged by vandals." PETER BRODIE, Battersea County School, London, SW11. Sir.—I write about the BBC film The Best Years? on the Faraday School. I teach in a similar school. I admire the courage of the headmaster and teachers for producing the film. The film suggests that the ethos of the school is wrong, outrageous promises more than it performs and encourages alienation. I will elaborate one point. The headmaster was generally reading a Jane Austen novel with a non-examination class of school-leavers. He was thorough and lively, but wrong. Jane Austen is not the best way to involve the pupils in developing their own curriculum. One's immediate reaction to the housemaster interviewing the boy who swears at a "woman" during years was that here was somebody who could handle a situation, an experienced teacher who had the technique of putting a miscreant pupil in his place without being officious, but by invoking the boy's conscience. We witnessed the boy slouching out of the room, if I remember correctly; but what happened after that, probably, but not necessarily, because he knew he would be flogged up? But was he sincere or did he really feel that she had been good to him, and that she should be the one to apologize? To find his friends? How would you act on with Mr X? What did he say?

LETTERS

Myths amid the head baiters Gulf in comprehensives

Sir.—The latest scapegoats in the Great Debate seem to be the head of his senior colleagues who do not teach or, at best, do not teach as much as others think they should. The cry is that these "good teachers" have left the classroom and are now "administering" and performing clerical work. Not only heads and senior teachers have left the classroom, sometimes, after only minimal classroom experience, some teachers leave schools to become college lecturers and university department lecturers, advisers, HMIs, or administrators, a seven eventually chief education officers. I am not so naive as to believe that educational administrators are engaged on trivial work. Nor would I be so objectionable as to suggest that they should quit their offices and help out in such hard pressed sections of their domain as the repairs branches. No, the situation as administrators well know, is much more complex. The present state of head baiting seems to be based on two current myths. The first that large schools have large hierarchies of non-teaching teachers—proportionately more than in smaller schools. Second, that the tasks which administrators perform are "administrative" and "clerical". Recently I examined the staffing and Burnham points situation of three schools of about 800 pupils each and my own of 1,900 plus. This showed that the three had 1,333 Burnham points a member of staff,

my own school had 0.97 points a member of staff. Both were based on the maximum points for the Burnham sub-groups. For every deputy and senior teacher in the three schools there were 209 pupils, in the larger school 316 pupils. Indeed we have now reached a situation where in very large schools only 50 per cent of the staff may be in receipt of above scale payment. This leads to staff turnover and a constant recruiting of probationary teachers to replace those who have fled to schools where above scale payments account for 70 per cent of the staff. Heads and senior staff are not bogged down with administrative and clerical work in the main. The real time consuming problems are: the development of management, human relationship skills to enable institutions to work more efficiently and we hope produce higher standards. Supporting young and probationer teachers of whom there could quite easily be 20 in a large school. The problems of probationers brought out in the recent Panorama programme indicate the need for the constant support and advice of senior staff and the provision of school-based in-service courses. The tasks which administrators perform are "administrative" and "clerical".

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Unkind cut to over-16s

Sir.—Mr J. E. G. White (April 1) raises the absurd nature of the grants system for post-16 students. More and more local education authorities are cutting down on their discretionary awards. In Hampshire, for example, an unemployed youth of 19 who wishes to study for, say, an OND in technology or three A levels, will not only have to support himself financially for two years, but also pay fees (next year £150) travelling expenses, etc. He will however receive more in unemployment or supplementary benefit by staying at home and doing nothing than if he has been given a minor award. The ultimate Catch-22 is that if he is able to pay his college fees himself, he will be refused unemployment or supplementary benefit because, as a full-time student, he is no longer eligible for work. The essence of this bureaucratic nonsense is that the state pays out more to prevent someone studying than it would cost to give a full-time education, with all its resultant benefits to the individual and the country. It does seem a little ironic that, on the one hand, the Government is discouraging links between industry and education, and, on the other, is preventing many young, unemployed adults

from furthering their education and acquiring new skills. Simply, the grants system is in a mess and the intervention by the Department of Employment into the education and training of 16 to 19-year-olds as well as older students has created a whole series of ludicrous anomalies. The suggestion of the BBC that an allowance of £17 a week be given to school-leavers who undergo a course of training or education can only add to the confusion. And it does seem somewhat illogical to resort to bribing non-willing students of 16 to return to school or college while actively preventing keen and enthusiastic young people of 19 from doing the same. As a matter of urgency, an official inquiry, with representatives from the Departments of Education and Science, Employment, and Health and Social Services, as well as from the Department of Education, needs to be established to look at the whole system of grants for courses, both full and part-time, below degree level. Unless action is taken quickly we may well find that education in Britain is only available for children and clearly able students. PAUL COOPER, 15 Meyrick Road, Havant, Hampshire.

Cream still goes to 'the best'

Sir.—Dorothy Davis's figures hardly support her contention that comprehensive schools in the County of Leicesters are "holding their own" with the selective schools of the city. In each area, 12 per cent of pupils gained six or more O level or CSE (1) passes; in the county, 10 per cent more (seven against six), succeeded to degree courses in 1976. In the county, 25.6 per cent of the population belong to the socio-economic classes 1 and 2; in the city, only 15 per cent. She implies that the wide variation in exam pass rate between different grammar schools in the city, indicates that a selective system offers no better guarantee of academic success for the able, than a comprehensive system. It is only grammar schools near the most Leicesters residential areas of Leicesters, have for decades been regarded as "the best" in the city. Since most parents have made these schools their first choice, the city has long been able to cream off the top 10-15 per cent of the population, leaving the rest of the 11 plus passes to be shared between the other grammar schools. She quotes the results of that in a town, town, dilapidated, inconvenient building scheduled for replacement

40 years ago—everybody's last choice, taking mainly pupils who only just passed the 11 plus. Since she admits that she was not comparing like with like in her article, I hope Mrs Davis will produce a similar study in five years time, comparing the achievements of the first pupils to reach O level through Leicesters's new comprehensive schools, with the 1976 results. I also hope she will meanwhile work out some method of correlating the IQ of 11-plus with its performance at 16 and apply it to children going through the Leicesters school before and after reorganization, finding any more reliable way of measuring the effect of two types of school on an individual. Perhaps she will also devise some means of preventing the most capable and best-qualified teachers from being appointed to the middle-class schools. If not, I fear that Mrs Davis's future research will show that a comprehensive system in the city has solved no problems, but has given greater weight to the socio-economic factor whose influence, she says, is already strong. ANN MIDDLETON, St Matthew's Vicarage, Taylor Road, Leicesters.

Gulf in comprehensives

Sir.—All practising teachers must surely take exception to the remarks made by certain headmasters, quoted in your article, "Top teachers say they don't waste time" (March 25). If Mr Stuart-Jarvis were to teach for 34 periods a week, every week, across the ability range in a comprehensive, he would not claim that "the safest and nicest place to be in a classroom". Many classrooms are not nice, some are not entirely safe. Even more disturbing is the offensive statement of Mr Michael Marshall: "You don't get £9,000 a year to stand in front of 30 pupils." This remark reveals a serious lack of appreciation of, even contempt for, those who still toil in the vineyard. It illustrates the gulf which has opened up in comprehensive between the ordinary teacher and the so-called "administrative team". How can a head lightly equate

"standing before 30 pupils" with teaching, unless he has forgotten, or never known, what teaching is? It is a remark which belittles the profession. The most important and demanding work in education is done in the classroom. Any parent would agree that teacher-pupil relationships are crucial, and that priority should be given to this area. As for work-loads, it is difficult to accept that, even in a large school, the flood of paper work and administrative duties is so great that three or four people have to virtually abandon the classroom in order to cope. Full-time teachers take a great deal of work home in the evenings and at weekends. Are school administrators doing this one wonders? PHILIP BRAMALL, 37 Southlands Grove, West, Keighley, West Yorkshire.

What about secretaries?

Sir.—From your article on the suggestion that top teachers should spend less time on administrative work, one could be forgiven for assuming that school secretaries do not exist. Perhaps TES could make a spot check on assorted schools to find out about the duties of school secretaries? You would find then that in most secondary schools in this area it is the secretary who fills in the forms (including Form 67) and also carries out other work which requires even more brain

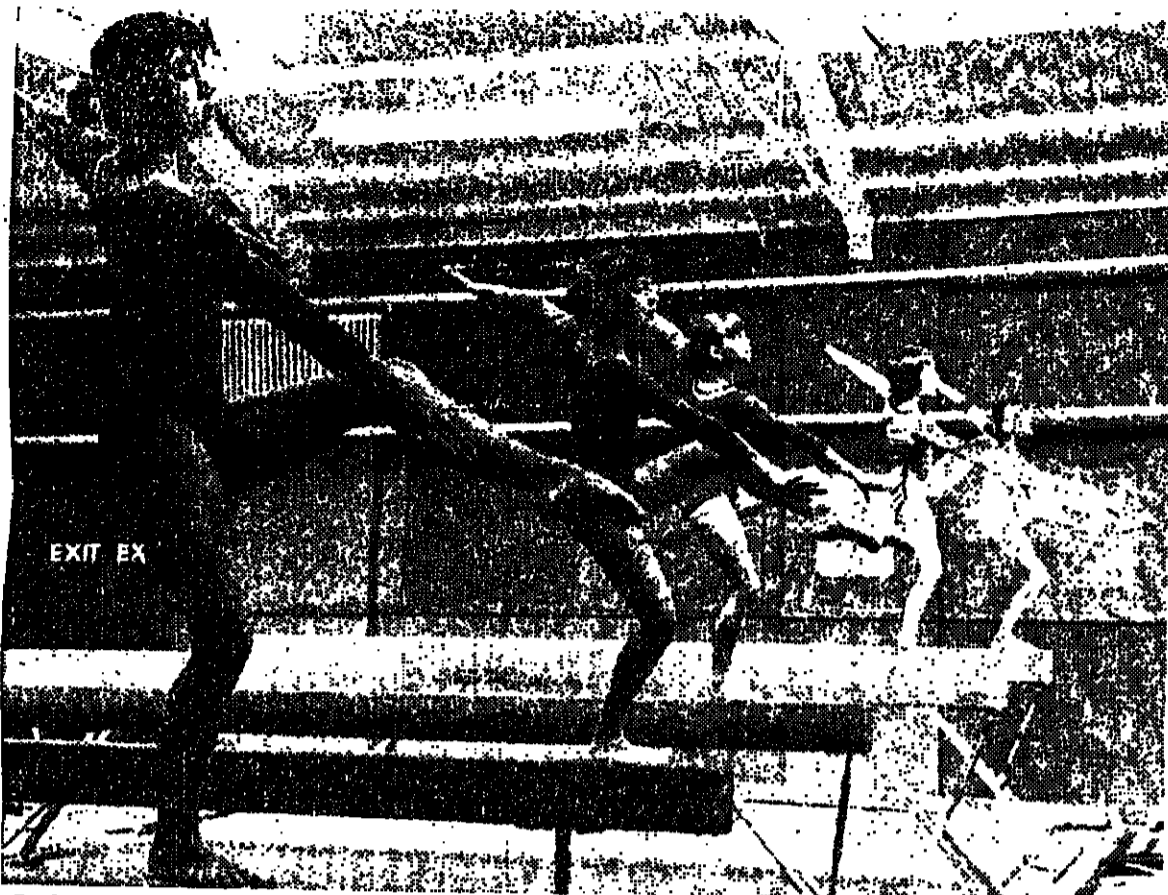
power! It is a source of discontent to many school secretaries that although a head can recommend responsibility allowance for his teaching staff, he cannot do so for his secretarial staff although duties can vary considerably from school to school. B. BURRIDGE, Secondary School Secretary, Gorleston, Great Yarmouth, Norfolk.

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Sport



Junior gymnasts in action in Thames TV Magpie Special "Somersault to Moscow".

Raiders cross the Border

Tomorrow young fencers from England, Wales and possibly Northern Ireland, will invade Scotland for the schools' home international to be fought at the Jack Kane Sports Centre, Edinburgh.

This gathering is the highpoint of British schools' fencing, the climax of a season of individual contests. It is the great occasion when scores of boys and girls under 18 and under 16 from very type of school fight for their countries.

The Scottish and Welsh entries are not yet known, but England field the full quota of 32, four each for foil, epee, sabre and girls' foil in both age groups. For each event their selection is the top four English from the current British age groups championships or the

next most successful if any cannot go.

Their team alone demonstrates the wide coverage of this meeting. Among the 21 schools from which England's boys and girls come are a convent, a sixth-form college, a high school and comprehensive.

This mixture under one roof with a common national cause instead of inter-school rivalry and individual glory is as valuable as the team spirit engendered by the fight for the home international crown which is decided on the combined results of both the under-18 and under-16 contests—eight events in all.

Fencing this weekend starts tomorrow morning and should finish early on Sunday afternoon.

Speedwell take three titles

Speedwell School, Bristol, won three of the four titles in the schools volleyball finals at Bingley, Yorkshire. Their girls won both matches, in each case against Townfield School, Hayes, Middlesex.

The junior boys completed the hat-trick with a victory over Cantrell High School, Liverpool, but the highlight of the weekend was the thrilling marathon in which the boys of Ousdale School, Wolverhampton, lost their under-19 title to Picardy School, Epsom, Kent. It was a match of exceptionally high standard—a credit to schools volleyball," said Mr Trevor Sampson, of the English Schools Volleyball Association.

Footballer Frances fools the boys

When 10-year-old Frances Gruen made her debut for her school's football team last week she played so well that none of the opposing boys realised she was a girl.

Frances became the first girl to represent Anson Junior and Infant school, Great Heywood, Staffordshire, at soccer when she figured in a 3-3 draw with their old rivals, St Peter's school, Weston, near Stafford.

Her teacher, Mr Peter Barnes, was so impressed with her performance that he forecast a bright future for Frances, who looks like becoming a regular member of the team.

Ali boost for boys' clubs

Reports that world boxing champion Muhammad Ali is to come to Britain to help with fund raising for the National Association of Boys' Clubs have been confirmed by the association's public relations officer, Mr Kevin Hand. A group of those concerned met this week to plan the details.

This unlikely coup was the result of some determination by a group of adults in Newcastle upon Tyne who were seeking a bold way to

Worle on top five times in a row

Worle Comprehensive School, Weston-super-Mare, continued their remarkable run of gymnastic successes last week by winning the girls' under-13 section of the national school team championships for the fifth time in the five years of the competition.

And again Colonna Convent School, Croydon (for the fourth time), and Crossgates Middle School, Leeds, had to be content with the minor placings in the 1977 championships held at the Sobell Centre, London.

This competition is an introduction to Olympic gymnastics and is based on the floor and vault sequences of The Sunday Times award scheme. Now, after five years some of the competitors are beginning to break through and Worle, needless to say, has some shining examples.

Sarah Gahame, who competed at Sobell, is one of them. She is now a member of the Great Britain under-13 squad tackling the four items on the women's gymnastic lists, at the age of 11. Two other Worle girls, Lynn Wilmott and Denise Buck, are in the South-west squad.

The girls have on hand their teacher Mrs Jackie Lewis, who is also one of the under-13 squad coaches. She says that Worle's successes have encouraged many girls to take up gymnastics at this level, giving them "a good grounding in the basics" which is useful on Olympic apparatus. In this, the group floor sequences are particularly helpful.

Crossgates Middle School had a second disappointment. Their boys winners in 1975 and 1976, were pushed into second place by a narrow margin by Nelson Thomlinson Comprehensive School, Wigton, Cumbria.

England shine across country

Charles Clarkson, of Wales, presented an English clean sweep in the schools' cross-country international championship at Newton, Wales, last week. Clarkson won the intermediate boys' race, but the England team easily won the collective prize with 35 points to Wales's 92.

The Irish had 98 and the Scots 105. England's junior girls, led by Pauline Mathison, took the first six places for a perfect team total of 21. Wales (69) and Scotland (95) were out of it.

The intermediate girls' race, won by Sandra Ashurton, was almost a repeat, the England team getting just two points more, 23, Ireland (80), Scotland (112) and Wales (121) followed in that order.

The English victory in the junior boys' event was also clear cut. Paul Elliott was the individual winner, and in the team tally England got 33 points, Scotland 69 and Wales 83.

In brief

Easy way out

Schools are taking the easy way out by squeezing out the languages, the Russian Association says in its case to the Great Debate. Quail, chairs of Russian are "make do" with teaching and German because schools serve, the association charges.

It claims that Russian is lingua franca of half the continent of Europe. The association is urging a national campaign to Russian in Britain.

Clubbing together

A new magazine called Year was published last week by the National Association of Young People. It will provide club leaders and will appear three times a year. The first edition contains cartoon strip, features, reviews, letters, sport and a total amount of advertising available from the association, Box 1, Blackburn House, Road Nuneaton.

Locating chemicals

A directory of resources for chemistry teachers in Leeds has been compiled by teachers in the area, the John Taylor Teachers' Centre, Leeds. It contains useful addresses and information about films, tapes, visits and advice available to teachers. The authors aim to enable schools to make contact with industrial and academic institutions more efficiently.

RTZ scholarships

The Rio Tinto-Zinc Corporation is to set up a charitable trust to provide scholarships to United States College of Atlantic College in 6-2 Wales in memory of RTZ chairman, Sir Val Duncan. Capital of £250,000 will start the trust and each scholarship will be for a two-year International Baccalaureate. Students from Britain and overseas are eligible.

How to be an engineer

A new leaflet on the academic requirements needed to become a chartered engineer has been published by the Council of Engineering Institutions. Entitled Chartered Engineer—Academic Requirements, the leaflet updates a statement of the council put out in 1970. It is a new booklet—Statement of Requirements available from the Council, 100 Smith Street, London, S.W.1.

Physics with a language

Sussex University is running a course which enables students to get a BSc in physics with a language qualification in French or German. The course takes two years and the extra year is spent studying at a European university or working in some other institution on the Continent.

People

Schools

Mr Peter Murfin, deputy head of Knockhill primary school, Glasgow, is to be head of a new primary in Hampshire. Miss L. R. Kirkley, first deputy head, Battersea County School, is to be head of Fenchurch girls' comprehensive, Richmond upon Thames in the state system.

Universities

Mr Norman Arthur Graebner, professor of history at the University of Virginia, to the Harold Harmsworth chair of American history at Oxford University. Mr M. G. Audley, professor of geology at the Imperial College, London. Professor J. E. Baldwin, professor of chemistry, Massachusetts Institute of Technology, to the Wolfe Professorship of Chemistry, Oxford University.

Professor T. J. Chandler, professor of geography at Manchester University, is to be master of Balliol College, London University. Dr E. A. French, lecturer in accounting at the London School of Economics and Political Science, is to be professor of financial control at University of Cardiff. Professor H. R. Lloy, professor of financial control at University of Cardiff, is to be chair of the College, London. Mr G. Rhodes, reader in geology, is to be a personal professor at Warwick University.

Confidentiality-or confidence?

Confidentiality-or confidence?

James Michael looks at the arguments against keeping secret records on schoolchildren

It is tempting to regard parents who demand to see the files kept on their children by schools as cranky, if not downright paranoid. After all, the implicit basis for such a request is that the parent does not trust the school to ensure that only accurate and relevant information is recorded, and that it is only passed on when necessary.

But the basic idea of a right to inspect records kept on an individual is not so very strange. The Consumer Credit Act of 1974 gives all people the right to see their files kept by credit reference agencies. What is more, it provides a right to ensure that information in the files is correct.

That provision was included as a remedy for cases in which people had been refused credit on the basis of inaccurate information in files. The principle was established in the United States a few years ago. It has recently been applied to educational records in all federally aided institutions. A Bill introduced in the House of Commons in February would give a right of access to personal files generally, including educational ones.

What is it all about? Is it another illustration of the breakdown of trust in authority, or a fringe idea to be resisted by sensible people?

Some of those who press hardest for such a change are schoolteachers themselves. If anything, they are more keenly interested than other parents. They deal regularly with records, and know better than most the type of file that can follow a child through school and beyond.

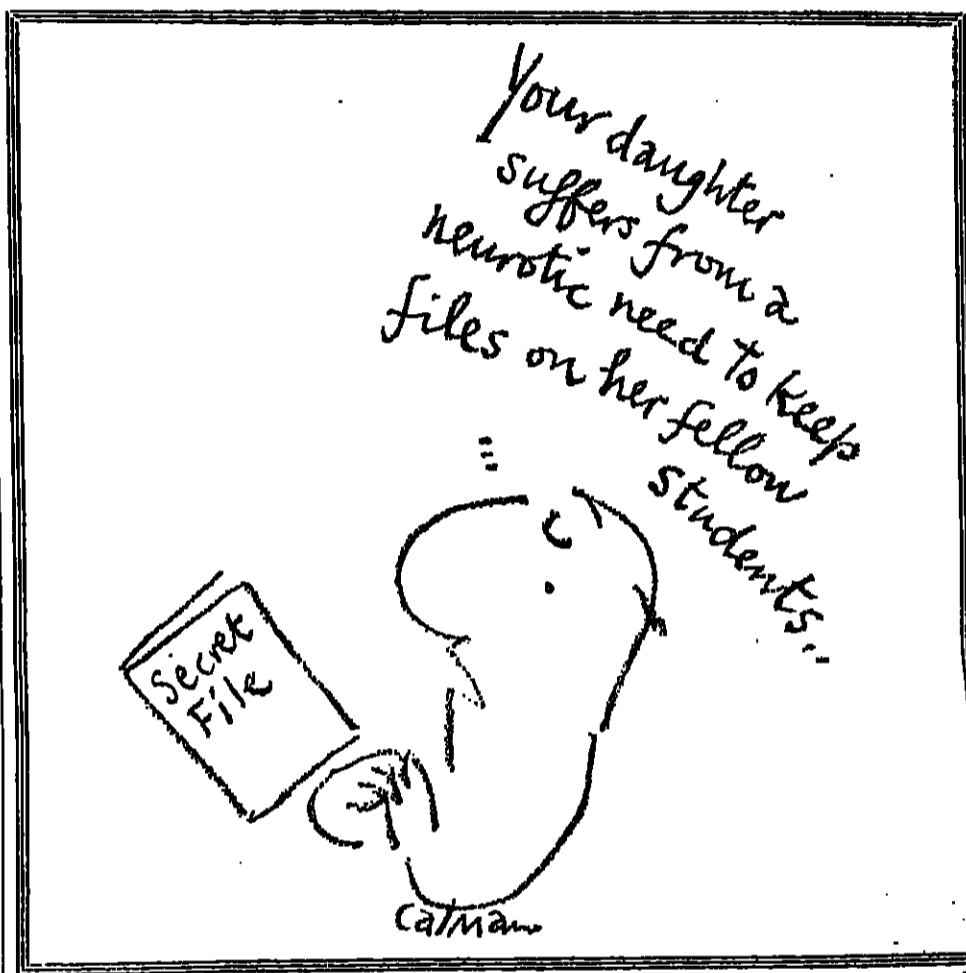
Consider the case of the daughter of a Home Counties head. Three years ago she was withdrawn from the state system, on the recommendation of an educational psychologist. Aged ten, and with a neurological IQ, she simply was not getting along with her teacher. Faced with a child who could not sleep and who was refusing to go to school, her father decided that a spell of private education might be a way out of the dilemma.

She transferred to a highly-regarded private school, and after a year to another. At both schools she blossomed. After three years her father asked if she could enter the local grammar school. The request was refused, on the basis of records kept when she had been in the state system.

The father asked to see the records to get a better idea of why she was being refused a place. He was refused. The records were confidential, he was told, and provided all the authorities needed to revise her admission.

But the father had some idea of what they contained. They had followed the girl to her first private school. The head there had described them to her father as "virilic". Fortunately, that head had disregarded the comments, and given the child the fresh start she needed. The girl is still at boarding school. Her father is still trying to get her admitted to the grammar school, or at least to see the comments made by a single teacher three years in the past which are keeping her out.

There is no way of knowing whether this case is an isolated and unrepresentative example of how confidential school records can be abused. But we know, thanks to a survey by Where?, that few education authorities permit parents to see records kept on their children. Only Clwyd, Dorset, and Mid-



Glamorgan have indicated that parents have a right of access to their children's records. The Inner London Education Authority shows primary school transfer reports to parents. Other authorities have said that it is a matter for a head's discretion.

Formal statements of policy can be misleading, though. A Dorset teacher has made himself unpopular with the authorities by arguing that secret records are still being kept. Paul McNamee, teacher and school manager in Swanage, has organized a campaign against secret records. One of his main concerns is that many teachers see his effort as an attack on their integrity, and have come close to sending him to Coventry over it.

Record-keeping began to expand after the Second World War, and the secrecy derives in part from a 1947 circular—No 151—issued by the then Ministry of Education to local authorities. The penultimate paragraph recommends periodical reports on pupil progress to parents, but does not suggest that parents should have a right to see the records on which the reports are based.

That circular may soon be replaced by the Department of Education and Science. The subject is also being considered by the Taylor Committee on the government of schools. Among its members is Judith Stone, who was critical of secret school records in The Parent's Schoolbook, which she wrote with Felicity Taylor. The Warnock Committee on special education has a sub-committee considering educational records.

If there is a change in law and practice on school records, it could be along the lines of the United States Family Educational and Privacy Act, popularly known

The United States Department of Health, Education, and Welfare has established an appeals procedure with the ultimate sanction of cutting off federal funds to schools which refuse to comply. Detailed regulations for administration of the system were not issued until June, 1976, so schools are now in the first year of adjusting to the new rights.

But some states had already gone beyond the law's requirements by providing for student access to files at fifteen, as in Massachusetts and Delaware, or by requiring disclosure of records within two weeks of a request.

Why was such a radical change made? The 1974 NCCCE study found that only six states provided any real right of parental access to records. But the survey also found that records were regularly disclosed to almost anyone in a position of authority outside the schools, and that in a fair number of cases records had been abused.

In one, a secretary at a community tutoring project rang a school to check on a student's reading level, and was told that the child was a bed-wetter, and that his mother was an alcoholic who had a different man in the house almost every night.

One would hope such things do not happen here. But there is still cause for concern in cases such as the head's daughter, and in others, such as a report about a girl who was said to have "inherited" a nervous and highly strung disposition from her mother, and who supposedly was "dominating" of a man teacher and other males. As things now are, there is little control over the keeping of such records, let alone a right for parents to see them.

Sanctions may even be imposed on teachers who merely disclose to parents the existence of confidential records. When a school in Gosport, Hampshire, introduced a system in 1973 for teachers to evaluate the character of students on a five-point scale, one veteran teacher had qualms which she passed on to parents. For her pains, she was reprimanded by the school governors as "guilty of disloyalty to her school." The records have since been discontinued, but the teacher has resigned.

It might not be a bad thing, for teachers as well as students and parents, if access to educational records were to be established, though it would require changes in attitudes. In February a Freedom of Information and Privacy Bill, which would establish a right to see government dossiers generally, was introduced by Tom Litterick, Labour MP for Birmingham Selly Oak. No Parliamentary time has been scheduled for that Bill, and it stands little chance of becoming law this time around. Change seems more likely to come through revision of the 1947 circular to education authorities, or perhaps as a result of recommendations by the Taylor and Warnock Committees.

There is as yet no broad public demand for a right to see school records, although support has come from the Campaign for the Advancement of State Education and the National Consumer Council. But the idea seemed sensible to United States legislators.

Perhaps the results of the American experiment will show that it helps, rather than hinders, cooperation between teachers and parents in educating children.

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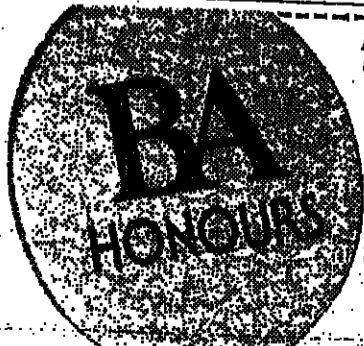
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A different core

Roger Burt and Norman Willis argue that a common core should be concerned with teaching objectives rather than subject curricula

Those of us who work in education rarely have the opportunity or time for reappraising the purpose of our work. The recent Youth Charter Conference gave us the unusual chance of concentrated discussion of the aims of secondary education, arguing our views in a group containing sixth formers, university students, teachers and headteachers, youth workers and administrators. What emerged was a consensus view of the aims of secondary education different from those currently held.

Secondary education has placed too much emphasis on examinations, too little on clearly defined learning. If there is to be an attempt to create a common core curriculum, we urge that this be expressed in terms of common core learning objectives rather than subject curricula. The latter would be open to narrow and sterile interpretation, so reinforcing the race for fact repetition and examination success to the detriment of real understanding, skills and values.

The Great Debate should try to achieve a set of learning objectives based upon an

acceptance of the needs of the individual and society, accepting the aim of maximizing the development of both, but also realizing that to stress the needs of one to the exclusion of the other is at best naive, and at worst opens a path which can lead to anarchy at one end and totalitarianism at the other.

A common core of learning objectives must be based on a view of society. We see our society as being:

- subject to rapid change, and conflicting values communicated simultaneously by powerful mass media
- one in which many social and emotional props have become dislodged
- based on democratic principles
- one which emphasizes individual freedom, but not always individual responsibility, or collective freedom and responsibility
- one which relies increasingly for survival on advances in science and technology, yet does not produce sufficient numbers of personnel skilled in those fields.
- dependent on widespread understand-

ing and skills in politics and government, though this is restricted to the few

● one where the attainment of identity and security and of involvement in society is becoming increasingly difficult for both individuals and groups

● one in which leisure time is increasing

● one which exists in a world of dwindling natural resources and a growing problem of population and pollution.

The core of a curriculum is essential, but not exclusive. To require maximum development of those of, for example, high intellectual ability, the opportunities to pursue an academic subject as far as they are able. The setting of common core objectives is not intended to restrict the education offered, only to specify the essentials it must cover.

The objectives must be interpreted (for any curriculum is open to varying emphasis, depending on teacher, pupils and environment) to allow for learning to take place on all levels: affective, cognitive and skills. It is not, for example, enough that young people develop the skills

necessary to participate in a democracy; they must also understand the implications of applying those skills, and be educated to value the process, in that they want to participate.

A balanced programme for secondary education would be based on the following core learning objectives: to develop, from a primary education in basic skills to the maximum level of achievement, attainable by each individual, values, understanding and skills in:

- functional literacy (the ability to communicate clearly through the written word)
- functional numeracy (the ability to communicate ideas through mathematics)
- functional oracy (the ability to communicate ideas through well-ordered speech)
- the handling and critical appraisal of sources of information
- constructive argument and problem solving
- self-motivated learning (preparation for continuing education)

● self-disciplined participation in learning and in society

● loving, respecting and caring for oneself and others

● appreciation of the value of one's own contribution to an activity, and of the contribution of others

● appreciation of the contribution of constructive work to the advancement of society and for the common good

Such objectives would demand a new approach to secondary education, especially a review of its compartmentalized subject base and of the type, value and application of the methods used to measure achievement. There would need to be a policy to ensure that the fundamental skills were developed throughout the curriculum: all teachers, no matter what their specialism, would be responsible for seeing that functional literacy, numeracy and oracy were actively developed.

There would also need to be a change in the role of teachers and their relationship with pupils, moving towards a "part-

nership" in which, as students mature, teachers progressively take a more advisory role, and students take more responsibility for their own learning. To achieve this the schools will need to become more democratic: it is hard for children to learn values and responsibilities in a democracy if the schools appear not to value democratic procedures.

In the safety of the school environment, young people can gain experience of constructive participation, through playing a role in deliberately structured situations. If this were paralleled by a more democratic form of school government which brought in the local people the schools' objectives would probably be better understood and accepted as relevant to community and industry needs.

Such a fusing of the school with the community should help to improve the students' view of the value of productive involvement with industry and commerce. In the later years of schooling more opportunities should be taken for students to have experience of work through integrated courses.

Such courses could lead students to make far greater use of local resources, working in public libraries and museums as well as drawing upon the experience of local people and companies in their pursuit of knowledge.

If this "outward" movement could be paralleled by an "inward" movement of the local people to school facilities (thus making fuller use of library, laboratory, workshop and leisure facilities), the school could become a local resource—and be administered as such—in the same way that the community becomes a school resource.

Far more teachers would need to have had work experience before entering the teaching profession. Our group suggested that all entrants to higher education, with the exception of those undertaking sponsored sandwich courses, should have a compulsory break of two years, during which they would work in commerce, industry or some other field.

This could lead to more high calibre entrants going direct into productive in-

dustry—they might find that they liked working. It could also lead to a more mature and worldly wise teaching force, with experience of the environment into which the majority of their students would be moving. This could serve to break the view that the purpose of education is to prepare a student for yet more education.

None of our ideas need extra resources. All of them are practical, given the will to change. Educational goals will not be achieved through blind adherence to any curriculum content, be it subject based or integrated. The whole school structure—organization, value systems, curriculum content, and teaching methods—needs to be programmed and directed towards the achievement of clearly defined learning objectives, seen to be relevant to the needs of both the individual and society.

Roger Burt is adviser on youth work and training in Merseyside; Norman Willis is assistant director of the Council for Educational Technology. Both are writing here in a personal capacity.

Where have all the marchers gone?

During the late 1950s, thousands of young people joined in the Easter marches of the Campaign for Nuclear Disarmament. Why do today's younger generation respond differently to the threat of nuclear war? Tony McCarthy reports

Easter weekend no longer sees the predominantly youthful crowd of Ban the Bombers on the roads to and from Aldermaston. CND itself still exists, operating from a single room in the East End of London. It has a modest, and currently increasing, membership, and a plan of activity that is educational, rather than crusading. The Bomb remains not only unbanned, but present in hugely greater variety, sophistication and depth than 20 years ago.

The possibility, let alone the probable prospect, of the annihilation of at least the larger part of the human race, should not be, I suppose, an entry matter to live with. Yet, nowadays, we seem to manage it. An (admittedly small) selection of Glasgow schoolchildren of secondary age seemed unaware of the fact, let alone the significance of nuclear weapon installations in their area when questioned recently. Showings of *The War Game*—now quite out of date in its strategic implications of the quality and quantity of nuclear weaponry—appear to have produced in these children an imaginative shock which can only be explained by its novelty.

The emergence of the anti-bomb movement of the late '50s and early '60s had complex roots. It was a condition of different responses and interests, and possibly its various basic aims were never achievable, at least by a national organization of its type, in a timescale which it would have regarded as acceptable.

The Defence White Papers of the late '60s spelled out a change in Government attitudes to defence. In Britain, the USA, and the Soviet Union, the Soviet development of an intercontinental ballistic missile capacity meant that the populations of both the major powers were at risk. Thus, nuclear theory moved

into the area of "second strike deterrence". Britain opted to follow the same road, although somewhat further behind already. Harold Macmillan stated that "When the (nuclear) tests are completed... we shall be in the same position as the United States or Soviet Russia. We shall have made and tested the massive weapons. It will be possible then to discuss on equal terms". What followed was the explosion of the British H-bomb in 1960 and the massively welcomed (by the young) abolition of national service.

The fact that much of this same generation almost immediately took the road to protest was not, however, simple to explain. Deterrence, involving the risk to populations, meant that nuclear war had to be considered "unacceptable". Previously, nuclear policy had been largely secret; between 1956 and 1958 vast amounts of theoretical and practical information were released. People now came forward—an immense—who would not accept the prospect of being blown to atomic dust "if necessary" or, for that matter, at all. The anti-bomb movement was a result of deterrent theory.

With the advantage of hindsight, the failure of CND seems predictable. The movement was an amalgam of at least four British political traditions: pacifism, liberal internationalism, international socialism and non-violent direct action. They had different attitudes to the prohibition of nuclear weapons, and separate administrative solutions.

Antagonistic political energy was generated to what appeared to be a common end. But the signs were evident: what about NATO? Did CND oppose Russian bombs, too? Did CND incline to renunciation of all wars—and, in this case, what of wars of liberation? These disputes emerged in questions of "should we break the law? If so, should it be

as a token, or as a first move in dismantling the forms of society that tended to the production of nuclear weapons? Should one have anything to do with political parties, whose main interest was in keeping or attaining power?

CND tended eventually to the "Steps Towards Peace" approach, in which British unilateral disarmament was seen as only a part of a political, rather than moral, attack on nuclear weapons. By that time, the Labour Party had been briefly won and then lost; the Cuba crisis had persuaded many supporters not so much that nuclear deterrence "worked" as that they themselves were powerless to do anything about it. Later, Vietnam, with its clear pictures of human suffering, came to provide the possibility that political action might actually do something to relieve it—a much more tractable subject for protest. CND dwindled to a small-scale information and pressure group.

Meanwhile Britain took up the Polaris option and theoretically assigned these missiles to NATO—while retaining a "retained" option in its bomber forces. France, China, and, in 1975, India came to possess a nuclear arm. There arose in the mid-'60s the possibility of a "pre-emptive first strike".

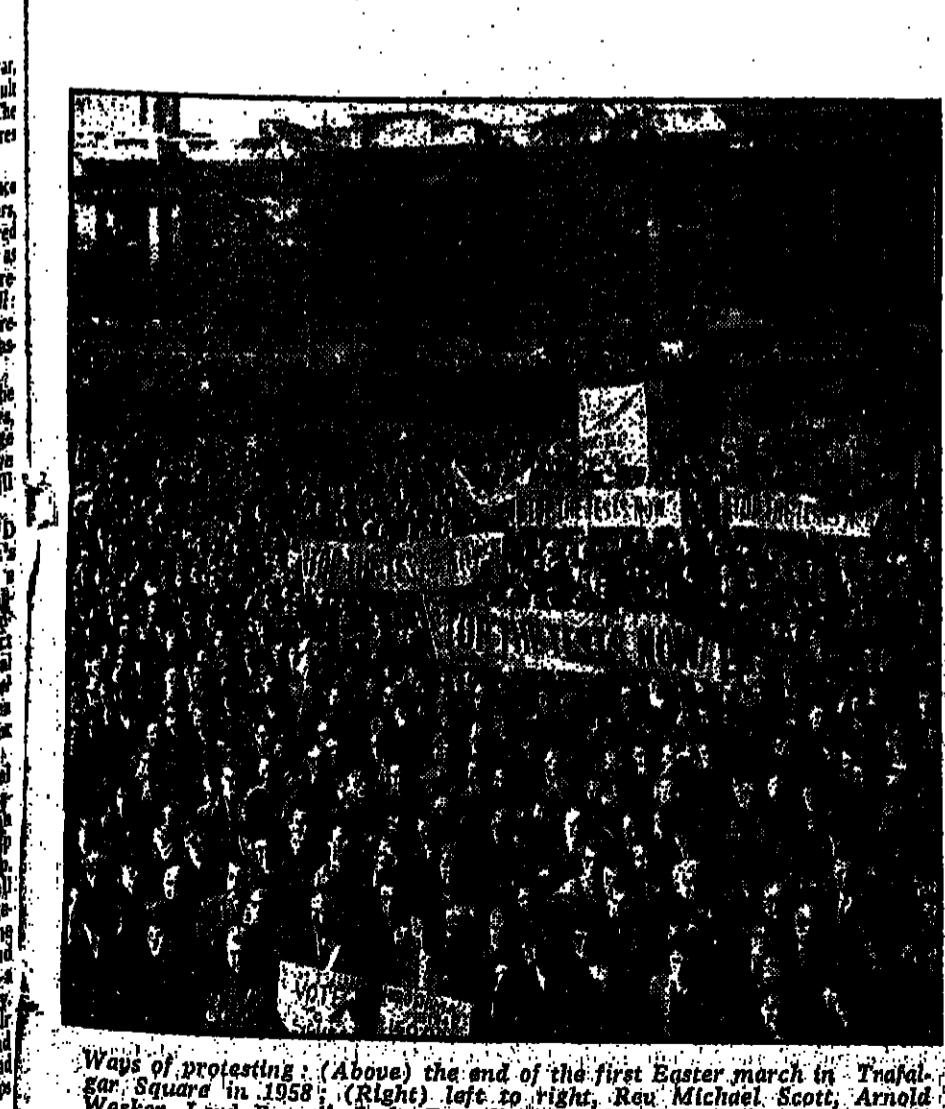
Current theory relies on a level of accuracy against targets which is not necessary for straightforward "deterrence" (i.e. the destruction of sufficient numbers of the civilian populations on either side). This, plus the development of tactical nuclear weapons which promised to erase the difference between conventional and nuclear responses, has led to a move (SALT negotiations notwithstanding) towards making nuclear war "thinkable".

But the real possibility of nuclear war, not as an accident, but as a direct result of policy, is largely ignored. The increased subtlety of nuclear postures is hardly understood.

It is certainly arguable that deterrence has prevented some conventional wars and that "nuclear balance" has deterred some nuclear adventuring. However, Professor John Rorbriar writes in his preface to John Cox's *Kestrel* book *Overkill*: "The occurrence of nuclear war is a predictable event; its probability is increasing with time".

Yet, despite the fact that some of the CND generation are now senior teachers, and most of them parents, this message does not seem to be widely accepted. In the general sense that "the world will end one day" by many young people.

Materials seem in short supply. CND pass the *War Game*, still, John Cox's book, and another by him, aimed at a lower age group, *On The Warpath*, published by OUP. However, teachers complaining that there is no popular material available at this level starting the other way round: anybody working in this area thus has to be particularly careful of changes of propaganda.



Ways of protesting: (Above) the end of the first Easter march in Trafalgar Square in 1958; (Right) left to right, Rev. Michael Scott, Arnold Wasker, Lord Russell, Lady Russell, and Ralph Schaeffer lead a 1961 vigil in Whitehall.

A matter of life and death

Robin Wood reviews a resurrected masterpiece of the Japanese cinema

Writing of Mizoguchi in these columns about a year ago, I remarked that "One hopes that *The Life of O-Haru* will be sufficiently successful to encourage our more enterprising distributors to release other Mizoguchi films—particularly *Chikamatsu Monogatari* . . .". And here it is, for a season at the Gate Cinema, Notting Hill, whose supremely enterprising management are also putting a 16mm print into distribution immediately. CineGate have in fact committed themselves to introducing one Mizoguchi film into this country every year. If they sustain this project, we should have the complete extant works of the classical cinema's greatest master available between 70 and 80 years from now. It is enough to reconcile one to longevity.

Outside occasional screenings at the National Film Theatre, we still know nothing in Britain of Mizoguchi's work in the silent period, nor even of his shrines and forties films; nor have we access to his contemporary dramas, though *Street of Shame*, his strikingly intense study of a modern Tokyo brothel, enjoyed (if that is the word) brief exposure in the sixties as a "sexploitation" movie, in a horribly mutilated version accompanied by lurid and misleading publicity

(Night Women of the Orient . . . if memory serves). To place *Chikamatsu* chronologically within the context of the four films (all late works) currently available in England, it was made in 1954, the same year as *Sansho Dayu*, after *Ugetsu Monogatari* and *The Life of O-Haru*, before *Shin Heike Monogatari*. Mizoguchi died in 1956.

On the evidence available, it would be pardonable to think of Mizoguchi as a creator of exotic "art" movies. It is therefore salutary to recall that he worked throughout his career within one of the world's largest commercial industries, an industry from the outset indebted to Hollywood for its basic narrative patterns; that his earlier works include adaptations of American gangster stories; that "period" films of various kinds are as central to the Japanese genre system as the Western is to Hollywood's; that his interviews speak repeatedly, like those of the major Hollywood directors, of restrictions and interference from studios and distributors; that in terms of the conditions of production, it is more realistic to compare him with Ford and Hawks than with Bergman and Fellini. The pictorial beauty of his films, though his style is no more "typical" of the Japanese cinema than the very different styles of Ozu and Kurosawa, clearly derives from a complex cultural tradition and is no more esoteric or narrowly personal than the compositions of Ford.

Chikamatsu, though set in the seventeenth century, does much to offset this sense of the exotic. It is a film that speaks very directly to contemporary audiences—Western as well as Japanese—to the extent that for long stretches one almost forgets it is a period piece. Its plot (freely adapted from a play) is in its basic outline in no way alien to the Western tradition. An account of the action up to the film's midpoint, culminating in a scene where mistress and manservant exchange beds in order to trap an errant husband, would suggest how easily it could be inflected towards European high comedy (eg *The Marriage of Figaro*) or even bedroom farce.

It would be absurd to reduce it to a protest, three hundred years too late, against crucifixion as the penalty for adultery. Its central concerns are with the position of women in a society where men make all the rules, and with people's ideological entrapment; with the triumph of human need over laws not merely written in the stone-book but internalized in the characters' psychological structuring. Centred on the developing love between Osan, the wife of the Emperor's scroll-maker, and Mohel, the craftsman-joyce who is the mainstay of her husband's establishment, the film is built on a complex structure of interlocking oppres-

sions: the oppression of woman by man, the oppression of servant by master, of artist by capitalist (one might see parallels with the respective roles of director and producer within the commercial cinema).

One obstacle (it is far from insuperable) to the ready acceptance of Mizoguchi by Western audiences may be that in his work contemplation takes precedence over identification. The two commonest technical means of encouraging identification in the Western cinema, the individual close-up and the subjective shot, are used only very sparingly in his films. If a character is alone on the screen, he/she tends to be seen at a distance, within an environment; more commonly, Mizoguchi's images are composed in a way that divides our attention between different characters, inviting awareness of a relationship rather than identification with the characters. Rare examples of the subjective shot in *Ugetsu* and *O-Haru* have the function of signifying private fantasy or hallucination rather than of forcing a character's point-of-view on the spectator. Throughout the first half of *Chikamatsu* we are brought by the camera positions unusually close to the characters, but the screen is for the most part shared by at least two, our sympathies clearly directed but our interest divided. We follow the precise analysis of a complex situation of increasing intolerability, of a process whereby the protagonists are forced into a desperate, spontaneous rebellion against the rules of their society.

The closeness is crucial to the film's structure, based on the strongest possible contrast between its two halves. The first part is all interiors and constriction: a claustrophobic world without privacy, where every moment of personal contact is subject to interruption. At the midpoint of the film Osan and Mohel flee, and the film moves out into nature: there is an abrupt change at six to eight, our predominant, marked by those exquisite figures-in-a-landscape compositions in which the director of *Sansho* and *Ugetsu* is instantly recognizable. The effect is not, however, simply one of release: Mizoguchi's apprehension of nature is never sentimental. The characters move from a world of entrapment whose conditions are known and fixed into a world of freedom where nothing is certain; even the freedom proves merely relative and temporary. The celebrated sequence of the nocturnal lake-crossing in *Ugetsu* (so often cited as the simplest of Mizoguchi's mastery of atmosphere) is here recapitulated and excelled.

At this point in the film the spectator knows how each of the protagonists feels towards the other, but nothing has been cleared. The wife is disgraced, the man a wanted criminal, but both remain paralysed

by their acquiescence in social roles. As a good servant, Mohel helps his mistress prepare for suicide by drowning, his mind fixed, intending to follow her; but, knowing that everything is over, he feels compelled to confess his love for her. Suddenly, she has a reason to live. In the small boat in the middle of the lake, surrounded by mist and night, mistress and servant become two human beings who love each other, and for us as for them social restrictions dissolve. The consummation of their relationship is depicted in one of the most eloquently recent shots in the whole of cinema: a single static take looking out over the dark, misty lake; night of screen, a rough reed hut; the moon, the mooned boat, now empty.

Many of Mizoguchi's films have centred on women and their oppression, but ambiguously: the tendency (in *Ugetsu*, in *O-Haru*, in *Sansho*) is to celebrate their passive endurance. In this respect, *Chikamatsu* is a film of a different kind. It is a film of a woman's initiative. The last third of the film is centred on Mohel's education in daring to love. Finding that only he is officially "wanted" (Osan's husband wishing at all costs to avoid scandal), he runs off to give himself up. In panic and desolation she rushes after him, and collapses—whereupon, obeying his servant mentality, he emerges from his hiding-place to help her up. "You are no longer my servant, you are my beloved but hand," Osan tells him passionately. From that point on, the film is about their rejection of the temptation to sacrifice themselves for each other, and their acceptance of the deeper needs: the certainty that the assertion of their mutual commitment will result in their death.

Hence the last scene. Round back-to-back on a horse, the couple are led off to crucifixion. Through the ropes that bind them, their hands interclasp (a moment to which Chikamatsu beautifully paid homage at the end of *Los Noces Rouges*). "I've never seen her before," Osan tells him passionately. From that point on, the film is about their rejection of the temptation to sacrifice themselves for each other, and their acceptance of the deeper needs: the certainty that the assertion of their mutual commitment will result in their death.



The Art of singing

Singing! The Physical Nature of the Vocal Organ. By Fredrick Huser and Yvonne Rodd-Manning. Hutchinson £6.50. 09 126660 5.

"Since singing is so good a thing," said the great English composer William Byrd, "I wish all men would learn to sing." Whether they could, or can, is the question that must be faced by all who profess to teach singing. After exhaustive research, Fredrick Huser and Yvonne Rodd-Manning concluded that we can sing, really could sing, if only this supremely natural function, inhibited and suppressed in modern life, could be unlocked. In 1955 they published their findings in *Singing: The Nature of the Vocal Organ*, which was apparently met with a sufficiently favourable reception to justify a new edition with minor revisions. It is accompanied by a seven-inch disc of extracts by Grah. Pendergast and other illustrious names illustrating the sounds of the physiological processes described in the book.

Huser, who died in 1963, was born in 1886 in America of Swiss and German parents. Not

content with being able to do "anything with his hands from building a house to mounting an infinitesimally small insect", and having scrambled up every peak in the Alps, Huser sought out the one thing that defeated him—singing. According to the no doubt favourably endowed Miss Rodd-Manning, the young Huser's voice "allegedly resembled a raven's creak". Pulling himself up by his vocal chords and the sundry muscles and ligaments of the vocal organ, that vast and versatile affair, Huser, like Mr. Universe, eventually developed a "splendid tenor tone" with all the attributes of range, power, flexibility, colour and so on, to prove in his own body the validity of his belief. With that much established (we learn astonishingly little about his subsequent performing career), he embarked on a long and successful teaching career, which eventually led to his and Mrs. Manning opening a school together in 1961 in Switzerland. She had become his pupil in 1937, and it was she who persuaded him to confide his discoveries to the world, and who now carries the torch.

This book is an investigation of the one most mysterious of all other have govern-

ing vocal function. So far as we are able to judge, most of this analysis is correct, even if many of the authorities quoted (almost exclusively) look rather antique now. But what we are far less sure about is the overall strategy, whose theoretical assumptions seem controversial and vulnerable. The author's argument is that "there are no 'vocal conditions' as such . . . only marvels of good and perfect functioning". So the teacher's primary task is concerned with encouraging the relevant musculature to function correctly.

Yet every singer knows that there is so much more to it than anatomy and technique, undeniably important though these are. It is precisely the intuitive, unashamedly irrational faculty which bears up in a singer's technique ought to be, going up in a singer's technique. Every singer is an individual, not a biological generalization, and his or her potential cannot be reduced to formal analysis of prescriptive schemata: though the task of the teacher is to help the pupil see, in fact, that singing is an individual art, and that the correct technical and artistic considerations are complementary.

Ill Gomer Partick Carnegie

voice was lost in many "because they don't Art to expresse Nature". At least this book has the grace to recognize that this art is beyond its scope.

A study likely to be more helpful to advanced students of this art must have one, Lucio Manón's *The Art of Singing* (Faber Music, 1974). Miss Manón is a well-known teacher and former singer whose researches into the anatomical, physiological and acoustical basis of Bel Canto voice-production are more up to date than Huser and Rodd-Manning's. Her book, which is a modest and admirably concise book of 45 pages, which comes with an illustrative seven-inch disc recorded by her pupils Elizabeth Harwood, Thomas Hemsley and Peter Hensley, is particularly concerned to help heal that old, particularly vexatious ailment, the "throat" and modern schism between vocal tone and emotion. Miss Manón never loses sight of the fact that singing is an individual art, and she correctly treats technical and artistic considerations as complementary.

Ill Gomer Partick Carnegie

Ill Gomer's new record disc, Mozart Songs, has just been released by Saga.

Acting a King

Ralph Berry on the transfer of a great text to the screen

King Lear: The Space of Tragedy. By Gail Kozintsev. Methuen Educational £8.50. 435 18519 5.

Shakespeare's Use of Dream and Vision. By John Arthos. The Bodley Head £5.00. 370 30007 6.

At the auditions, each actor who came in declared before even shaking hands: "One can't act a King. The people who surround the King must act him. I pretended that I had not heard this before. . . . Evidently serious talk would begin with the first actor who did not tell me that. . . ." In this repeated cameo is the story of Kozintsev's film. The stereotype, the banalities of convention, are constantly assailed by the will to penetrate to the inner reality of the piece, and to find its exact outer embodiment. In the end, Kozintsev—who with enormous confidence was well launched into the production before casting his lead—found Yuri Yurvet. He was slight of stature. An Estonian, he spoke Russian poorly.

But "I looked at Yurvet and recognized Lear". This is the record of Kozintsev's supreme achievement—he died in 1973, shortly after *King Lear* was first shown in the West. It has three strands: a meditation on the play's text; reminiscences of the Russian cinema and theatre, of Eisenstein, Meyerhold, Craig, and Artaud; and an account of the actual making of the film. It is fragmented, digressive, maddeningly hard to read consecutively, and utterly compelling on its own terms. Through it, one watches a man of great humanity—and a master director—grappling with the transference of the great text to the screen. There is no one interpretation of that text, as he says; but Kozintsev has imposed a permanent layer over it. Its reality has changed.

Take the physically of Lear. Convention presents a titanic figure, outravelling the storm. Kozintsev wanted to avoid poetic heroism: "I did not want to allow anything 'liturgical', 'mighty', or even 'elevated' (in appearance) on the screen." So Lear is short, and the people surrounding him enormously tall. The focus of the death is a pig's hovel. "The essence is not the pigs but the night spent outside

the boundaries of life . . . the climax is in the dirty bodies, lying about in the rotten straw, not in the flashing of studio lighting and the deluge produced by the firemen's technical expertise." Dostoevsky furnishes the connection: the hovel recalls a penal settlement. It is the nadir of the King's fortunes: "The penal settlement wash-house is a model of life itself . . . the fate of those whom life has banished from its system." The network of false relationships has collapsed into this Hell.

The concrete details of the production are endlessly fascinating. The "poor naked wretches" become the Chorus. The Fool's bell is the only sound to break the Court's silence as Lear enters to dispose of his kingdom. Shostakovich, asked to compose a short piece for the Fool's bells, produces something for xylophone and bells that is musically too strongly characteristic; only the bells are needed. But Shostakovich shares in a collaboration that follows on their *Hamlet* (one of the great scores of the Shakespearean cinema) and recalls Prokofiev and Eisenstein.

Ultimately, the shooting of the film became itself a kind of Lear experience of exposure to intense

apprehension and suffering. Kozintsev finds his location for the later scenes, a ridged sea of ashes from the burnt shale of a power station. A student director is sent off to track and shoot a storm. Winter comes on, and the first snows threaten to foreclose shooting. Yurvet, a sufferer from vertigo, has to re-take a shot twice on the very edge of a high tower, and then is carried down, violently reeling. The cold and mud torment all: Cordelia walks around with a high temperature in nothing but a shirt and bare feet, Edmund lies down for hours on wet stones. The freakish alternation of mist and sunlight and the wind blowing the power-station smoke the wrong way, stretches out the agony.

They win the race with winter, but are shovelling snow off the location on the last two days. . . . I speak a marvellous story, and Mary Mackintosh's English, bleak and unaffected, is the right decorum of translation. Place Kozintsev's film alongside Peter Brook's, follow the contours of this soliloquy: it is hard to resist the conclusion that *King Lear* is of the canon, the play for our times.

After Kozintsev, John Arthos's new book is (unfairly) bound to

seem pallid. It is highly abstract, a serial meditation on the visionary and metaphysical element in Shakespeare. The focus shifts from love, to fate, to divinity, to "what has brought life into being and consigned it to the care of humans". I found much of it either unconvincing (*Julius Caesar* and *Hamlet*) or obvious (*A Midsummer Night's Dream* and *The Tempest*). The commentary floats free of the text, and what we receive is too often the higher editorializing. The ghost of the Theme of Appearance and Reality stalks these pages.

Nevertheless, the author's plan is ingenious. Often nowadays the selection of Shakespearean material programmes the book, and the interest lies in the selection. Mr. Arthos has chosen to open with *The Phoenix and Turtle*, that most arcane and hermetic of Shakespeare's works, and use it as a key to his plays. It is perfectly arguable that the metaphysics of this poem are as central to Shakespeare as the muted confessional of the Sonnets. And indeed, that *The Phoenix and Turtle* is "an oblique representation of the poet's remembrance of an ecstatic moment in his life . . . an experience for which the word new book is (unfairly) bound to

Not for everybody

Ruth Cole on further education

Education After School. By Tyrrell Burgess. Collins £6.95. 0 575 02237 X. Penguin 80p. 014 02 1956 0.

In his book which, he says, "begins as a survey and ends as a manifesto", Tyrrell Burgess recalls educators from their "treason", urging the development of a post-school education for everybody. In analysing the nature and organization of post-school education and its students he also exposes the deficiencies and educational malpractices that caused his concern. The book begins with a comparison of educational theories throughout the world; its centre is the description of a single course, planned and processed by the author, his colleagues and students at the North East London Polytechnic.

Strident in denunciation, and sometimes loud with despair, Mr Burgess points out that education after school has been largely ignored; that provision made for spare-time students is either inadequate or irrelevant to their needs; that "academic drift" is distorting the vocational work proper to technical colleges, and that the Robbins "error" was largely responsible for exacerbating many of these ailments.

The N.E.L.P. course in Independent Learning is offered as the answer. Clearly defined educational and geographical areas, the planning staff of the course for the Diploma in Higher Education. Rather than prescribe a course, they sought to predict a range of provision to help the student towards his vocational and academic goals. The student's problems are helped to formulate them; to eliminate errors, and examine the new problems thus formed. By this method of scientific inquiry, which relies heavily and

not get elsewhere". He recognizes that many people fail to complete their school education because the curriculum offered is irrelevant to their needs, or because they are school-defined failures; but he does not see the solution there; that these dispirited, frustrated or bored people may be ignorant or wary of the opportunities offered by further education establishments, and that they will almost certainly lack the confidence to lift out suitable courses. Most will stay away. Education after school will not be for everybody.

It is a pity, too, that in a book called *Education after School* the author has paid scant attention to students at the "lower" end of the sector, except to register, with clear documentation, that their needs too are largely ignored. It is, however, in this area that much work is already being done to free students from the "tedious vulgarities" of external examinations, in Mode Three O and A level courses and, with stronger vocational emphasis, some parts of the BEC courses. These are, oddly enough, unexplored by the author, but are important in so far as they provide to some extent the advantages of independent study which he advocates.

METHUEN

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EDITED BY PHILLIP MCCANN

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C. L. WRENCH

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Growing up gay

Jim Cotter on the moral understanding of sexuality

The Church and the Homosexual. By John J. McNeill SJ. Darton Longman and Todd. £2.60. 232 51370 8.

It is only within the last generation that the phenomenon of homosexuality has been looked at without the distortions of ignorance, fear, and prejudice, and the possibility recognized that the homosexual need not play along with society's branding and scapegoating of the unnatural, such as criminality, queor. It is only in the last year or two that people have begun to share a conviction that it is compatible with the Christian faith not only to love another person of the same sex, but also to express that love fully in a personal sexual relationship" (from the Statement of Conviction of the Gay Christian Movement).

Now a book has appeared within the imprimatur of the New York Provincial of the Society of Jesus that examines the traditional Christian teaching on homosexuality and finds it grievously wanting; and the author, John McNeill, from a basic appreciation of homosexuality as a sexual variant rather than a deviant, argues that the church should bring together of the Christian faith and homosexual relationships. On the Biblical evidence McNeill concludes: "... once all the cultural and historical circumstances are kept in mind, the only condemnation of homosexual activity to be found with certainty in Scripture is a condemnation of perverse homosexual activity indulged in by persons who are not homosexual individuals as an expression of continuity or self-contradiction and usually associated with some form of idol worship". (That quotation does

not make it entirely clear that he is concerned to show that there is no condemnation of homosexuality as such, only certain attitudes and actions that can, but need not, be associated with it. But it is not clear from the book whether he would say the same about bisexuality.) Examining the tradition of natural law which would see the only purpose of sex to be procreation, McNeill concludes: "The call of the Gospel to man is not one of conforming passively to biological givens; rather that call is to transform and humanize the natural order through the power to love". God has so created us that our sexuality is not determined by our biology.

The book goes on to quote with approval Carl Jung to show that homosexuals have a positive role in society in strengthening the quality of relationships—in fostering gentleness, sensitivity, and insight into others, and in developing a receptivity to transcendent truths. He then begins to show how our understanding of sexuality might grow outside the procreative context, emphasizing the values of responsibility and creativity in relationships. He sees the parallels between the gay and women's liberation in that both are concerned to overcome the oppressiveness of a society which would mould people according to images rather than encourage them to mature into their own unique combinations of masculine and feminine in their personalities.

At times McNeill appears to fall into the trap of considering homosexuality too much from the male point of view. His building on the insights of Jung, while being immensely valuable, is an instance of the way Jung was specifically speaking of the male homosexual

in the passage quoted. Again he emphasizes more the need for men to realize the feminine within them than he does the need for women to realize the masculine. A book is still needed written from the point of view of the lesbian Christian. It is a pity, too, that there is no discussion of exclusiveness and permanence in relationships; this would have been useful for the heterosexual as well.

But *The Church and the Homosexual* should help the timid to debate the subject more easily and openly, perhaps alongside the recently published *We Speak for Ourselves* (SPCK 1976) in which Jack Babuscio collects together quotations from actual experiences of gay men and women, particularly in the counselling context. It is in the few pages that McNeill devotes to counselling that he occasionally becomes patronizing and appears to slip back into the old notion of these poor homosexuals who need our sympathy and support to become healthy and normal again. But on the whole his book supports his thesis that "there is the possibility of morally good homosexual relationships and that the love which unites the partners in such a relationship, rather than alienating them from God, can be judged as uniting them more closely with God and as mediating God's presence in our world".

Both books could well enable homosexuality to find its due place in the curriculum of schools, and so begin to educate the majority who are not homosexual more calmly than has been done so far about the minority in their midst who are growing up gay and even today find it hard to talk about themselves with anybody that will even remotely understand.

Men of God

W. Owen Cole

The New Testament and its Background. By James Edwards. Jesus of Palestine: People, Work and Customs. 7137 3023 4. Jesus, Son of God: The Messiah and His Message. 3024 2. Jesus Victor 1: The Acts of the Apostles. 3025 0. Blandford £1.20 each.

James Edwards is a writer who is skilled in the art of being clear without being superficial. The first book in his series is faithful to its title in providing background information to the life of Jesus which non-specialist teachers of children aged between 10 and 13 might find useful. There are many other books of a "Daily Life in Jesus's Day" type, but often teachers have to spend considerable time looking for the facts of information which they need. Here the essentials are provided under such titles as Pottery, Shepherds, the Jewish Year and the Synagogue, and a thorough index gives cross-references to the two other books in a previous series on the Old Testament.

Jesus, Son of God is clearly a secondary school text in which the emphasis shifts from background to the meaning of Jesus's life and death and to his teaching and its impact. Books in a series based on the Acts of the Apostles and what background information is provided is given a subordinate position; this book, too, must be regarded as a secondary school text. The weakness of books which link background information with Bible stories is that too often the author's own readings of the text are given the status of dogmatic authority. Too often Mr Edwards inhibits useful discussion of a point by setting up opinion as fact.

The four Gospels accounts differ from one another in significant details, but also says, "There were hundreds of doves flying over the waters of the river Jordan. Just as pigeons in Trafalgar Square in London will rest on someone's shoulder if he stands still, so a dove came to rest on Jesus. To the onlookers it was a sign that God was present and pleased." Elsewhere he is categorically asserted that the Jews were the only nation at that time who believed in one God, so Jesus was born a Jew. Book one has a definite value, but I am less happy about its successors.

The United Synagogue 1870-1970. By Aubrey Newman. Routledge and Kegan Paul £5.50. 71002 8 356 0. The United Synagogue was set up in 1870 by the amalgamation of six orthodox Synagogues in central London having a combined membership of 1,400. The scheme of this union provided for elected representatives from each synagogue to form a governing body which would be concerned with the relief of the poor, burial of the dead, expansion of the union and other administrative problems common to each of the synagogues. One hundred years later, with more than 80 synagogues and over 40,000 members, the United Synagogue had become one of the most important institutions in Anglo-Jewry and in particular London Jewry.

Dr Aubrey Newman, reader in history at the University of Leicester, has had access to the extensive archives of the United Synagogue and has produced an account of its development against a panorama of the turbulent period which included two world wars and a considerable influx of refugees from Eastern Europe. The major events are chronicled in a clear and readable way, and the reader comes to the movement of Jews out of the metropolis into the suburbs. It is a pity that this work is confined to 240 pages, as much of the colourful history of the individual synagogues has been omitted as a description of the personalities of its leaders. The United Synagogue today maintains the Chief Rabbi and also provides financial support for educational and welfare work. With the aid of tables and plans Dr Newman has shown how this happened and provided us with an introductory insight into this phenomenon.

Edmund Power OSB David Hackner

life adequately. A better photographs would have shown many of them. The sides only show a few. Readers must have already seen a group of people presenting Christianity itself in the form of a festival and a series of schools, but also to present indigenous culture, many do not know about. Lord's Supper or Christmas in all its other aspects. The general knowledge of this series is not-existent. However, there has long been need for reliable monographs on major denominations and this has now met it.

Paul. By John Drane. Lion Publishing. £1.75. 8560 8. The author of this monograph died Paul closely during his life as a research student at the University and the publisher and drew helpful maps and which provide a positive guide to making this book less an extremely valuable documentary. A conservative view of such scholars as F. C. Barry, P. N. Harrison are mentioned, they receive rather cursory treatment in the text the bibliography informs the student where further information may be found.

Perhaps because the book is "illustrated document" and "being" and ensuring that this privilege is open to all. Such, in outline, is the theology which has determined the selection and interpretation of the material in these chapters on the Old Testament.

Children's Literature Hints of the supernatural Audrey Laski The Twelfth Ghost Book. Barrie and Jenkins £2.95. 0 214 20216 X. The Ghost Garden. By Illia Fell. Macmillan £2.95. 0 333 21137 5. The Ghost Belonged to Me. By Charles and Peck. Collins £2.95. 0 00 184268 4. Charmed Life. By Diana Wynne Jones. Macmillan £2.95. 0 333 21426 9.

I must confess to a strong distaste for the short ghost story, for which most writers use for the cheapest kind of effect, employing the horrid fascination which the almost-unconscious has for so many people to spin out a tiny idea. Usually a variation on a well-established theme, into a few pages of atmospheric, and little else. The stories in *The Twelfth Ghost Book*, though some come from very distinguished pens, and all are very promising. The reader is shown that the issues are greater than the limited points of conflict. The miracles, Genesis, prayer and the aspect of being human in the modern, science-based, and nothing less than a discovery how they exist today and but of dialogue. The time for being cheap point no longer exists. For some reason the short story is the only form in which most writers will now accept their ghosts: the young reader, however, is more likely to find the world interwoven into those rich patterns of this world and its ghosts will be found in a full-length fiction. *The Ghost Garden*, the setting is very much the contemporary world, of the two new friends, Jessica and Christina, who sense

the presence of a ghost child in a closed attic room and in the local graveyard, one is living in a commune, and the other who is a coldly beautiful mother who is an ex-model. The girls, both disaffected with insensitivities around them, set up a Society for the Prevention of Cruelty to Ghosts, and plant a witch's garden as a way to make closer contact, but there is a stronger reason for their sense of the immanence of the other world than Jessica has realized; Christina is dying. This is a strong and sensitive story, though at times I wondered if the reactions of Jessica and Christina were not a little over-sophisticated and mature for the 11-year-olds they were supposed to be. Their age, certainly, is crucial to the sense of the story, since Jessica, at the end, is realizing that her experiences over the summer have prepared her to move on, as Christina never can, into puberty and adulthood; but they do not always sound like people of 11, and there is perhaps a certain intellectual knowledge clouding them over.

In *The Ghost Belonged to Me*, on the other hand, the use of a first-person narrator, looking back not a great distance to the boy he had been when he had his encounters with a ghost, provides a very convincing tone. The story is set, again in America, at the turn of the century, and Alexander Armstrong speaks in an engaging mixture of Buckleberry Pinn directness and the formality being imposed on him by his education and his mother's social pretensions. The period detail is loving, and the narrative, in the course of which Alexander saves a trolley-car from disaster, prevents his sister from compromising herself with a local playboy, and helps lay the spirit in the barn to rest by transporting its bones to the family vault in New Orleans, is swift and funny, but

Ways of speaking about God Self-contradictions

E. W. Heaton

Dr B.C. By Anthony Phillips. Duck University Press £2.50. 19 8359 2. 95p. 281211 4.

The statistical stance of Dr Phillips' stimulating "Lent Book for the Bishop of London" is as stark as its title. The clear cut, minimalist core of his exposition is a linguistic tone may be illustrated by the following passage: "Entering into the fullness of the Old Testament that obvious distortions begin to occur."

With the bold strokes of a cartoonist, the author sketches the period of the Babylonian Exile as (again) "the dark abyss, the silent unknown" for Israel as a people, in which the "crude barabai" theology of the Mesianic tradition (including the great pre-exilic prophets and the school of Deuteronomy) was abandoned after the encounter of individual Israelites with the sheer grace of "The Illogical God". A revival of the late-Victorian characterization of Jeremiah and Ezekiel as preachers of individualism reinforces the author's standpoint and is associated with the imprudent declaration that the theology of Jeremiah and his deuteronomic supporters and editors were "poles apart".

Dr Phillips describes his work as "an Apologia" for his interest in the Old Testament. The Old Testament is, indeed, hospitable to a great diversity of interests and splendidly demonstrates that there are as many ways of speaking about God as there are varieties of human experience. That is why it presents problems to any latter-day Protestants.

It is hardly surprising that Dr Phillips is most at home with "The Absent God" of Job and, apart from his debatable view that Job was satisfied in the end, he is admirably successful in expounding the poet's passionate rejection of the arch-scholasticism into which Israel's scribal tradition had degenerated. It is when Dr Phillips proceeds to use his existentialist model in interpreting other parts of the Old Testament that obvious distortions begin to occur.

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Pierre Watter

Karl Marx: Capital, Volume I. Introduced by E. Mandel, translated by B. Fowkes. Penguin £2.95. 1402 1928 5.

The publication of yet another translation of *Capital* is of interest less for itself than for the appendix consisting of a manuscript hitherto not available in English. The appearance of Volume One with its original complexity restored from the more simple version given by Marx himself will be of use, paradoxically, only to those who do not really need it, to those, that is, who have thoroughly mastered the concepts, substance and method of the work, something for which earlier translations gave full scope. The introduction, erudite and in some respects informative, shows how little Marx's basic concept of capitalism as a system is understood and how lacking this essential, *Capital* (in its decisive general respects) comes to be reduced to the very vulgar economics of which it was intended to be, *inter alia*, a radical critique.

Whatever his differences with Hegel, Marx accepted the idea that system is synonymous with universality: a system is the world considered from a certain aspect, at once its premise and result. Systematically considered, the world appears as a tautology, the inadequacies of which cannot be correctly perceived within the given framework, much less made good. Only another system which includes the earlier as a limited field within its wider one can achieve this. To suppose it possible for two systems to "co-exist" (to use the ideological jargon of power politics) is to show an utter incomprehension of this concept, since the supposition involves an absurd self-contradiction that destroys the concept itself.

Yet this is precisely what Mandel does in common with every vulgarian of whatever persuasion. For Marx, however, the specific feature

of capitalism is that it universalizes commodity production (a point already made in the *Communist Manifesto*, viz., that it reshapes the world in accordance with its peculiar principle and produces itself as, so to say, the commodity world of commodities. Considered as a system it is, in its inner drive and tendency, total, self-enclosed. And it is precisely owing to this, its all-encompassing nature, that the possible freedom of which it is the material foundation in its aspect of the development of social productive capacities can, and must, be that of mankind as a whole.

The other possibility, for Marx, was the collapse of capitalism into a system, any more than the Dark Ages were a civilization different from the Greco-Roman; it is simply the disintegration of a system that has broken down. The supposed two systems, about which Mandel theorizes, are in reality the coexistence of incomplete barbarism and an incompletely decayed capitalist system, a coexistence which, though it finds its most striking manifestation geographically, nonetheless can be perceived the world over.

The Appendix, "Results of the Immediate Process of Production," makes plain, as did the *Grundrisse*, that *Capital* as we have it is but a summation that takes more for granted than it deals with. Here again what strikes one is the incredible mastery of the material, the subtlety of the analysis, the incomparable power of the thought that always grasps the detail in its categorical essence, and shows the movement of the whole in all its complex and ramified parts. For these pages alone, the publication is a justified and most legitimately hoped-for edition of *Capital* will do what all the earlier ones have so signally failed to achieve, make clear Marx's philosophical method.

All our hereafters

Life After Death. By Arnold Toynbee, Arthur Koestler and others. Weidenfeld and Nicolson £4.95. 297 7 095 0. Death and Eternal Life. By John Hick. Collins £5.95. 00 215157 X.

We shall not be able to refrain from speculating about death until we can refrain from speculating about life", writes John Hick. *Life After Death and Death and Eternal Life* are broad, imaginative yet scholarly works on these important themes. Their scholarship is neither narrow nor pedantic; it is when such scholarship informs a sympathetic imagination that works of wide appeal emerge.

Life After Death is a collection of essays by men and women of several disciplines. Professor Toynbee opens with a general survey of "man's concern with life after death". This is followed by several studies on "the idea of the hereafter" in various societies and religious systems. They are informative and well informed. Then, after these predominantly factual and descriptive essays, greater scope is given for personal views: there is the beautiful meditation by René Guenon on "Some Christian Imagery", inspired mainly by poetical writing on the subject; the original suggestions of Ursula Simon about eternal life in terms of music; and "a mystical consideration" by Martin Israel which emphasizes the vital link between the quality of present life and the hereafter.

In one sense eternal life is potentially present in the here and now. The final section includes the important essays by Rosalind Kaywood on her experiences of the after-life and by Arthur Koestler on after-life in the light of "growing understanding of the mystery involved in science." But does such a broad, wise and careful work inspire only those who already believe in after-life? Following the principle of basing our beliefs on evidence, what is the evidence for belief in an after-life? Toynbee is impressed by Mrs. Heywood's experiences. Indeed she

is curiously convincing, perhaps because of her rational and clear-sighted approach to the matter. Her claims are philosophically weak but they do lead us to the limitations of a scientific method of reasoning. There must be an openness to a wider reality. As Ulrich Simon writes, "Life after death has just its appeal for those who no longer reason with the heart". This collection is a poetic anthology: it will evoke a response only in those who already possess the seeds of the belief.

Toynbee's collection would have benefited from more strictly philosophical sections. The philosophical issues of life after death are dealt with in much greater detail in John Hick's latest work, *Death and Eternal Life*. A man of great philosophical and theological learning, he sets out, like St. Anselm, to argue from the basis of prior belief. He distinguishes two broad categories "parochology" concerned with the intermediate condition of man between death and his final state, and "eschatology", the final state itself.

In the book he is more interested in parochology about which, he thinks, more can be said. He considers three main areas, the materialist and humanist perspectives of the Western and Semitic belief in the preservation of the individual, and the Eastern "rebirth" beliefs. His tentative conclusion embraces both individuality and self-transcendence.

This book is a milestone in the current dialogue between Eastern and Western religious beliefs. Hick writes with sympathy and understanding of the theories of the after-life in the world's great religions, systems. He examines them with philosophical acumen and attempts to discover to what extent they converge, point in the same direction or admit of a synthesis. Perhaps in this he is too aware of the danger of a fusion. His concluding section, presenting his own tentative views, appears anticlimactic and colourless, after the wealth of material preceding it. Yet in general his presentation is the magisterial air of a classical text. Edmund Power OSB

Anglo-Jewish history

David Hackner

The United Synagogue 1870-1970. By Aubrey Newman. Routledge and Kegan Paul £5.50. 71002 8 356 0.

The United Synagogue was set up in 1870 by the amalgamation of six orthodox Synagogues in central London having a combined membership of 1,400. The scheme of this union provided for elected representatives from each synagogue to form a governing body which would be concerned with the relief of the poor, burial of the dead, expansion of the union and other administrative problems common to each of the synagogues. One hundred years later, with more than 80 synagogues and over 40,000 members, the United Synagogue had become one of the most important institutions in Anglo-Jewry and in particular London Jewry.

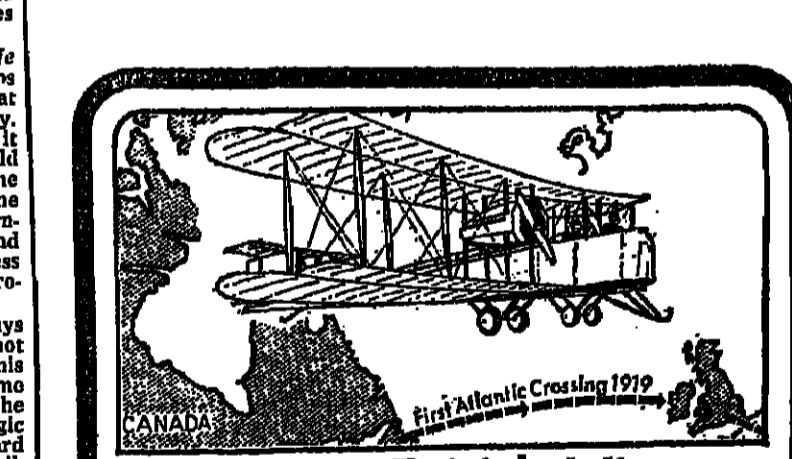
Dr Aubrey Newman, reader in history at the University of Leicester, has had access to the extensive archives of the United Synagogue and has produced an account of its development against a panorama of the turbulent period which included two world wars and a considerable influx of refugees from Eastern Europe. The major events are chronicled in a clear and readable way, and the reader comes to the movement of Jews out of the metropolis into the suburbs. It is a pity that this work is confined to 240 pages, as much of the colourful history of the individual synagogues has been omitted as a description of the personalities of its leaders. The United Synagogue today maintains the Chief Rabbi and also provides financial support for educational and welfare work. With the aid of tables and plans Dr Newman has shown how this happened and provided us with an introductory insight into this phenomenon.

Edmund Power OSB David Hackner

Among this week's contributors

Ralph Berry is professor of English at the University of Manitoba. He lectures on Kingsway/Brickton College of Further Education. Jim Cotter is Chaplain of Gonville and Caius College, Cambridge.

E. W. Heaton is the Dean of Durham. Audrey Laski is the director of the teacher training centre at the Central School of Speech and Drama. Edmund Power OSB is at Douai Abbey.



Knowing British History

S. L. Case, D. J. Hall and L. F. Hobley. Designed primarily to encourage and stimulate the slow learner this is, nevertheless, a series to give any child a great insight into the worlds of the past. The books are divided into short chapters, each containing exercises for consolidating the work covered in the chapter, and provide a colourful and readable look at life in Britain from Roman times onwards. Top quality indeed, and excellent value for the classroom! Education Equipment

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The mathematical mind

Joyce Linfoot on the psychological analysis of mathematical ability

The Psychology of Mathematical Abilities in Schoolchildren. By V. A. Krutetskii. Translated from the Russian by Joan Teller, and edited by J. Kilpatrick and Izak Weisberg. The University of Chicago Press. £15.00 226 45492 4.

This is a book which no one working in the subject can afford to ignore. Over 700 references are given to the work of psychologists, educators and mathematicians in Western Europe, Soviet Russia and the United States: little of importance can have escaped the net. The experiments which are recorded and discussed were carried out over a period of 12 years in the Research Institute of Educational Psychology in Moscow, with the cooperation of many teachers, most of them in Moscow schools.

The contents of the book are strictly defined by the title: there is no overall introduction, no general methods of instruction, nor is there much attempt to look before or after the usual "schooling" period: most of the work has in fact been done with children between the ages of eight and 13.

It is taken for granted that the mathematical abilities in themselves are steadily increasing, and it is clear that in Russia there is, and will be, great pressure on the schools to produce a supply of mathematically competent people to meet the demands from developments in science and technology. It is accepted that even with "perfect" teaching methods, individual differences among children will occur, and that special work needs to be organized for those who show special mathematical abilities. Early identification of these people thus becomes urgent.

There has been extensive research into what has been done outside Russia on the "giftedness" of gifted children. It is said that "bourgeois" psychologists neglect socio-historical causes, and overestimate the importance of genetics. They, also, it is thought, rely much too heavily on "testing" (a term which is said in the book to have no exact Russian equivalent), particularly in the United States, although some American, including Foxman and Newland, have combined testing with analyses using biographical data. Too often, however, the psychometric approach, combined with the use of computers, leads to the experimenter to produce correlations between the scores of different tests of the "same" question pattern, while ignoring completely the mental processes by which the answers were obtained.

In Krutetskii's experiments on the other hand, great attention was paid to method. On Extension, Extension studies were made of about 200 children including 25 who were judged by their teachers to have special mathematical gifts. These children were individually inter-

viewed and had to become accustomed to thinking aloud during the solution of problems. Records of many such interviews are given. By such means it was possible to compare the methods of thinking of highly capable and relatively incapable pupils.

The complete system of problems used is given in full, in about 70 pages which form the heart of the book. These problems are from the field of ordinary school mathematics: arithmetic, algebra and geometry are about equally represented. To test ability rather than available knowledge, the subject matter of the problems had to be well known to all the pupils, but the solutions had to require mathematical creativity.

About 50 sources of problems were used, including papers set for local mathematical olympiads. Each group of three tests (and there are 26 groups) is designed to test a particular aspect of mathematical thought: for example, to test the ability to recognize a system of relationships there is first a set of problems with unstated questions, then a set with incomplete information, and finally one with surplus information. The level was such that able children found the solutions very quickly, although they were beyond the reach of the least capable.

In a research programme of this kind, it is vital to make the right hypotheses. Here the researchers have been guided by an extensive knowledge of the work of psychologists of great interest, about the constituents of mathematical ability. These opinions have come from front-rank mathematicians of the past and of the present, and from many experienced teachers. It is reassuring, though perhaps hardly surprising, to find them confirmed by the results of the tests.

The picture which emerges of the "mathematical mind" is that it is logical, resourceful, and independent. There is superior ability to organize information, and to think hierarchically: there is a good memory for schemes of reasoning combined with a comparative freedom from adherence to fixed methods. One striking trait is "iconicism", that is, a persistent drive towards economy of thought and the combination of arguments, and an equally persistent search for the best and simplest solution of a problem. Children who have a gift for mathematics do not easily tire when they are occupied with it. Twelve or 13-year-olds can work continuously for up to three hours before showing any deterioration in performance. (The author refers to Teplov's findings on the strength of the nervous system: parality for a particular activity results in very little stress during its performance, and an ability to continue in it for long periods.)

Krutetskii concludes that a "mathematical mind" is a mind which has been "set" or "tuned"

to give a mathematical interpretation to the environment: for those with this tuning, mathematics is a constant preoccupation. He does not believe that mathematical ability is innate: in conformity with the general opinion of Soviet psychologists, he considers that such abilities are acquired as the result of suitable activities, but that this can only take place on the basis of inclinations which are inborn, and whose physiological nature contemporary psychologists may be close to discovering.

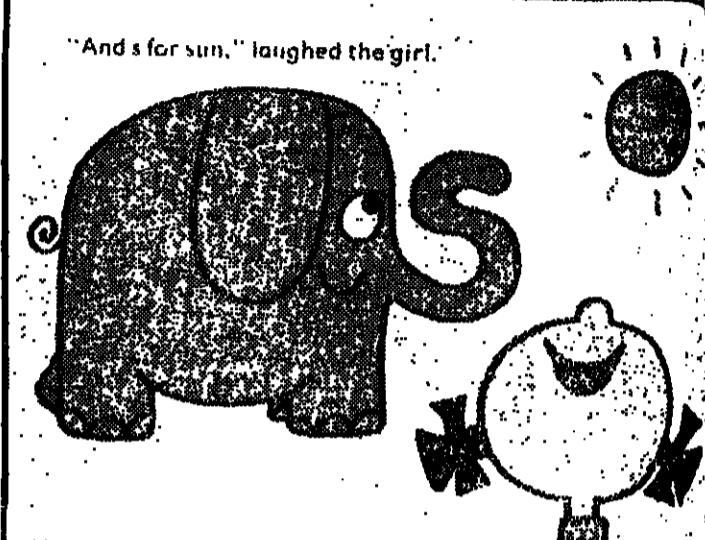
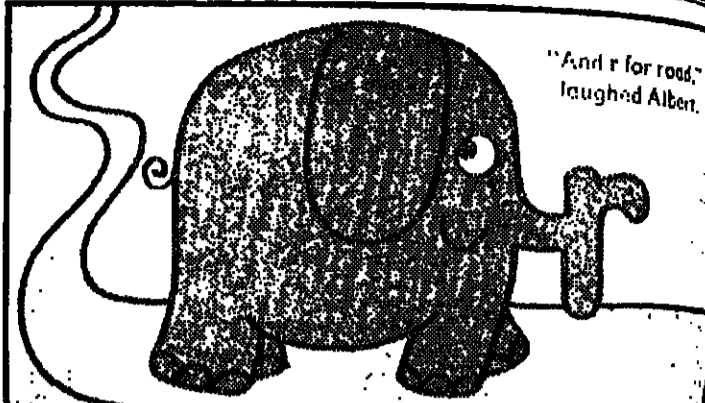
He disagrees with Western psychologists on some points, and particularly with Piaget's high estimates of the ages at which certain abilities are manifested. Children of eight, in Krutetskii's experience, show a considerable ability for abstraction and abstract reasoning. With regard to differences in mathematical development between boys and girls, experience in Soviet Russia parallels that in the West. In the physics/mathematics branch of the school in Moscow State University there are only 38 girls in a total of 357 students. But this is regarded as a socio-economic phenomenon, and the present study has not revealed any qualitative difference between boys' and girls' thinking. There is no evidence, Krutetskii thinks, that compels the conclusion that anything but tradition is the cause.

With regard to personal characteristics, he agrees with Torrance in the United States that high mathematical ability is positively associated with good health, high mental and emotional stability, liveliness and a sense of humour. There may, however, be a strong sense of loneliness, which can lead to unhappiness.

Any investigation into the occurrence of sudden insights was considered to be outside the scope of the work, but they were noted during interviews with able children. Krutetskii believes that they can only occur on the basis of a very sound and closely integrated system of memories, and increases in frequency will be related to the fluidity into consciousness of the results of trains of thought which, though they are unconscious, are of the same kind as the thoughts which occur during the conscious solution of a problem. (Watching a recent television interview with Professor Hoyle, I was struck by his own reference to such insights. For a few short periods—perhaps three or four times in his life, and each time for a day or two—such intuitions have been accessible to him, he said, and these periods, of perhaps a week in all, have been the basis of his discoveries.)

This book is the account of a massive piece of work, and it is not easy reading. Probably for teachers the most immediately interesting material is the collection of problems, which incidentally throws a good deal of light on the syllabus in Russian schools.

Krutetskii concludes that a "mathematical mind" is a mind which has been "set" or "tuned"



"Albert the Alphabetical Elephant" (Hodder and Stoughton £2.00) is a companion volume to "Count Worm" which teaches number recognition by means of Roger Hargreaves' bold illustrations and a simple narrative. Albert changes his trunk into all 26 letters for the benefit of a grateful early reader.

Land questions

Essays on Developing Economies. By Michael Kalecki. Harvester Press. £8.50. 85527 134 5.

This collection of essays by the man who discovered Keynes's theory of employment before Keynes did, provides a splendid introduction for anyone wanting to understand the problems facing the Third World. Not only that, the book is in any sense elementary—it will be required reading for any student of development economics—but Kalecki's stark statements describing the magnitude of the problem, his appreciation of political and social as well as economic factors and his common sense provide a striking contrast to much of the literature on this subject.

The first essays describe succinctly the economic problems of underdeveloped countries trying to form a base for expansion, and point out the underlying theoretical political problems which must be solved first. Before an ambitious investment programme to increase productive capacity can be embarked upon, a sharp acceleration in agricultural output must be ensured, but what holds back the development of agriculture is not a shortage of land or labour, or of fertilizers or tractors, but the system of land tenure and the subjection of the poor peasants to merchants and moneylenders. Thus the prime requisite is land reform, coupled with government buying of agricultural produce and the provision of credit facilities.

In India, Kalecki recommended a land tax to force landlords to either cultivate their land economically or allow others to do so. Another obstacle to the development of taxing the rich to make way for higher investment, and a further problem is that extensive government intervention is needed to limit private investment in non-essentials. Kalecki points out that the overriding of all these obstacles to economic development would amount to an upheaval greater than that provided by the French Revolution.

The second section of essays deals with the financing of economic development; here Kalecki outlines the principles of modern employment theory and shows how in the West the under-capacity tendency of capitalism is "remedied" by arms expenditure. There is here a useful analysis of foreign aid,

Every book a proclamation

Hilary Finch surveys the religious publishing scene to find out why and in what areas the boom is taking place

"Of making many books there is no end," said the Preacher, the son of David, king of Jerusalem. And the endless making of specific religious books and the proliferation of publications and publishers is a cause of great joy to some, of disbelief and cynicism in others—and, it seems, to the majority of people, an utterly baffling phenomenon.

While some religious publishers close down or are taken over, new ones spring up and existing ones expand. On Being a Christian, by Hans Kling, sold 1,400 copies in one week, a hardback book on angels (of all things) sold 40,000 copies in nine months, and a million copies of the Good News Bible have been sold since October (in one leading West End bookshop, that, C. S. Lewis and J. B. Phillips are selling as fast if not faster than crime). Is it because the stock market is low? Is it because of the surge of liberating effect of Vatican II? Is it because of the lack of resonance in liturgy and pulpit that people

Zohar, published by Soncino Press, there are the books on Rabbinic, Biblical commentary and liturgy, and the popular paperbackbacks, like Schocken's When Children Ask About God, by Harold Kushner.

But in many ways, Jewish publishing should be considered more difficult to tell where religion begins and ends in Gentile publishing, then (albeit for different reasons) the borders here are even less definable. Soncino and Vallentine Mitchell (as well as sections of Weidenfeld and Nicolson (WN), Routledge and Kegan Paul (RKP) and OUP also publish books on Jewish civilization, on the state of Israel, on cookery, biography and folklore—and win prizes. They honestly say that religion was not, for him, an integral part of all these?

Although there is a smaller demand for books in England than in the United States or in Israel, David Hackner, joint honorary secretary of the Jewish Memorial Council, is encouraged by the growing interest in the annual Jewish Book Week—titles like Golda Meir's My Life (WN), Irving Howe's The Immigrant Jews of New York (RKP), The Jews of Russia by Martin Gilbert (National Council of Soviet Jewry) and The Book of Books (Soncino) were selling fast.

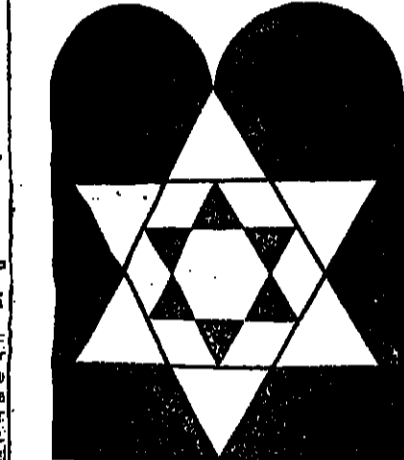
Publishers like Oxford and Cambridge University Press, Mowbray, Shalom Christian Movement (SCM), Society for Promoting Christian Knowledge (SPCK), Darton, Longman and Todd (DLT), Sheed and Ward (SW) and Search Press (SP) turn out a regular supply of books on all branches of theology for the student, seminar and priest; for the Anglican churchman, Mowbray produces books like Michael Wright's Call to Action (written in response to Donald Coggan's call to the nation), and SPCK's bestseller last year, The Christian Believer, the Report of the Doctrine Commission; SW and SP provide for the Catholic theologians like Edward Schillebeeckx, Karl Rahner and Michael Schuman.

On the educational side, Sheldon Press have an interesting seven-book series for A level, college and uni-

versity students called Issues in Religious Studies. In the Evangelical wing, Marshall, Morgan and Scott (MMS) publish authors like C. Spurgeon and Andrew Murray, part of their straight-through the middle of the Evangelical Bible teaching; the Banner of Truth Trust cater for the intellectually inclined Calvinist Protestant, and Inter-Varsity Press (IVP) seem to concentrate on the student's market and books to teach lay Christians how to teach.

Back in the Gentile world, as there have been fewer vocations to the ordained ministry, so the market has been shifting to books for you would not have them do unto you—the rest is commentary." In the same way Seymour Rossel's book might whet the appetite of the younger reader to a more comprehensive study of Judaism and its practices. While it covers most of the important facets of Judaism, the serious student will want to complement the knowledge gained from this book by reading some of the great works by Jews about themselves. They will also be encouraged to visit a synagogue or the Jewish Museum.

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Jewish Book Week

are turning to books for their inspiration and teaching? Or is it the new life of the Charismatic movement, burning its way through all the churches? No two people will give you the same reasons.

It may well be quite simply that the term "religious books" covers so much more than it used to. One is the days when it was impossible to find a book on religion in a general bookshop; now it may require perseverance and a sharp eye, but there they are, lurking under Biography, Classics, The Mind of Man and the Occult, and always a just or intelligent way of regarding land.

Mr Ratcliffe makes this point, and devotes a good part of his analysis to the problem of "betwixt and between"—that is, the "worshipper"—that is, the changes in the value of land which are not the value of land (economic rent) are caused by the community, either by simple pressures of a growing population or by specific acts such as building a bridge. It is widely held that these values should be returned to the community—to help pay the bridge, for instance.

This problem is of great importance to planning and development; planners, public and private (who are usually public and state bodies respectively) tend to vote budgets, but Mr Ratcliffe points out that they perform complementary functions, and between them are essential. Whether the form is Land Act goes near enough to the root of the land question, this is to come about we have to wait and see.

Shambhala Publications

Specialist publishers like Shambhala (distributed through RKP) and Rider (Hutchinson) have steadily sales among students and young people; Shambhala is "dedicated to exploring and mapping man's inner world", particularly through Buddhist and Tantric philosophy and literature, while Rider (originally known as occult publishers) like to think of themselves as publishing "lifestyle" rather than religion books (where do you draw the line?); Allen and Unwin's Mandala imprint caters mainly for the lay Western reader who wants to find out more about Yoga, Buddhism, Hinduism, Tao and Zen—again with more emphasis on their relation to mind and body than as academic theological studies.

Within Western Christianity, too, there is a parallel movement: interest in individual experience is the enormous popularity of the "religious" biographies—and if a publisher can book up his name, he is the better. Hodder have sold 200,000 copies of Corrie Ten Boom's The Hiding Place, there is Charles Colson's Born Again ("what really happened to the White House adviser, Philip Aloué, a lovely, well-treated apostate for "a new life through a new vision" has sold 5,000 copies since November.

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Bank facts

Geoffrey E. Wood

Inside The Bank of England. By Peter Hobday and James Lons. Viking Press £3.20. 85078 498 1.

This short book (75 pages, as well as glossary, index and hints on "finding out more") is in many ways excellent. It is clearly printed, and illustrated by well-proportioned sketches and often amusing sketches. The style is straight-forward and the book will have wide appeal, intelligible to the well-motivated 10-year-old, but not boring to a 14- or even 15-year-old who was reading for the first time about the Bank of England.

It describes well how money evolved to avoid the inconvenience of barter, and how banking developed from the business of storing valuables. The responsibility of the Bank of England for maintaining the value of banknotes and for acting as a registrar of the owners of government stock is well explained, as is what is meant by saying that the

Bank of England is the "government's banker". The book also describes well the Bank's institutional structure, and the future role of the Bank as society evolves to one where credit cards may be the main form of money.

Where the book is defective is where it is most ambitious. Its discussion of the connexion between interest rates and the level of economic activity embodies the failure to distinguish between the rate of interest observed in money markets, and the real rate after allowing for inflation, which has been one of the basic errors of postwar British economic management. The distinction is complex, as are the reasons for it, but it would have been better not to attempt to explain monetary policy than to teach fallacies. The very short discussion of inflation, although it is not a complete success, is undoubtedly able to mislead a very young child, the implication that our inflation is not primarily of our own making.

As with the other books in the series, it is a partial account, very provocative, and in parts, irreverent. This taboo subject is treated with sympathy, humour and clarity. It deals with the reasons for death, where and how people die, dying young and dying heroes, mourning and bereavement, the sense of loss, and the unexpectedness of death, even when one is prepared for it. One emerges from what might be a rather gloomy journey, with a fresh sense of purpose.

Passing over

Charles Stuart-Jervis

Death. By Mog Ball. Oxford University Press. Standpoints series 75p. 19 913235 6.

Death, they say, is the one inescapable fact of life—and so little is known about it. In Death by Mog Ball, the latest in the series "Standpoints", the lid is removed from the coffin and the reader is allowed some rare insights into the phenomenon.

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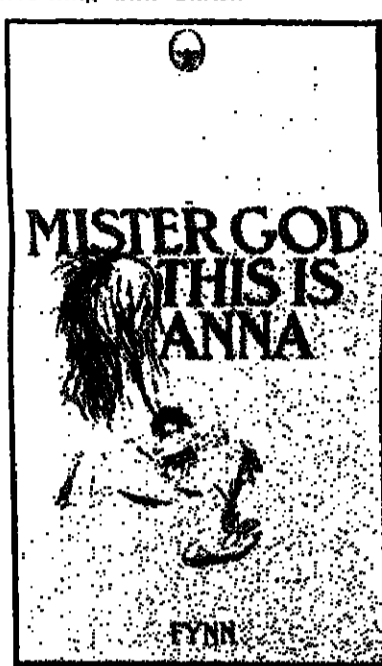
Publishers like Oxford and Cambridge University Press, Mowbray, Shalom Christian Movement (SCM), Society for Promoting Christian Knowledge (SPCK), Darton, Longman and Todd (DLT), Sheed and Ward (SW) and Search Press (SP) turn out a regular supply of books on all branches of theology for the student, seminar and priest; for the Anglican churchman, Mowbray produces books like Michael Wright's Call to Action (written in response to Donald Coggan's call to the nation), and SPCK's bestseller last year, The Christian Believer, the Report of the Doctrine Commission; SW and SP provide for the Catholic theologians like Edward Schillebeeckx, Karl Rahner and Michael Schuman.

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Complementary to books of meditation, and certainly equally popular are those that deal with charismatic experience and healing. Again most religious publishers represent this interest, but the field is particularly well-represented by Redemptorist Publications (RP), religious order who publish and distribute many American Catholic works, Hodder and Stoughton (HS) and Collins; Fount (the new imprint for Pontana Religions). Titles like The Gift of Healing, by Ruth Carter Stapleton (HS) The New Pentecost, by Leon Joseph, Cardinal Suenens (Fount) and Healing by Francis MacNutt (RP/Ave Maria) are all selling well.

Attracting the same sort of readership (and also largely influencing) are American publishing precedents are those books on religion and popular psychology and self-help psychiatry, on the relationship of Christianity to, for example "Living and Loving" (the title of a book by A. Triton, IVP), Argus Communications is the one-year-old UK division of a US publisher, and their main author, John Powell, SJ, is both a learned Jesuit and a warmly evangelical writer with more emphasis on their relation to mind and body than as academic theological studies.

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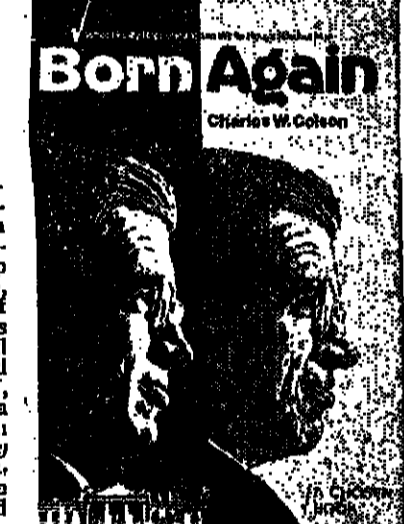
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than secular, that prospective buyers still go for the imprimatur of the religious publishers that exist (and I have mentioned only a representative few) each has, as yet, a fairly clear identity and serves a particular field of interest—which is why, to some extent, they can keep going.

But things are rapidly changing—buyers may well find themselves becoming confused as each house broadens its coverage and cuts across denominational and sectarian boundaries. Hodder declared "we're backing God in whatever form He appears": in 1978 they are to bring out a joint imprint with RP. This sort of attitude would have been impossible 20, even 10 years ago; now the movement towards a search for basic spiritual truths makes this not only possible but an economic necessity.

While inflation is affecting more specialist publishers (DLT, SPCK and Sheldon are having either to cut down on new titles, increase royalties, or broaden their catalogue to include secular literature), the general move from specialist to lay interest, from the religious bookshop to the general outlet is largely what is holding religious publishing up amid the dire economic problems of the book trade in the 1970s.

Fount proclaims that its purpose is to "cut across religious barriers in an attempt to appeal to the widest cross-section of the general public". Preaching to the unconverted can, of course (if done the right way) make good economic sense. Hodder and Collins are already well established in this field, while Lion,



Argus Communications, RP and MMS are clearly moving in this direction. At the moment, the Evangelical publishers are very ahead in quantity of sales; their products are generally lively, direct and uncompromising—and Protestants are well trained in reading and finding out for themselves.

But, as David Craig of SPCK says, "every book is evangelical, because every book is a proclamation". If the proclamation is worth hearing, and if it is well enough proclaimed in the right place at the right time, then it will sell.

The human spirit is perhaps even more fickle than the human mind, and religious publishing will always contain a large element of risk—and faith? Edward England of Hodder says his policy is to be "God oriented and market oriented". From what I have seen, religious publishing is likely to be death-marked where either is taken account of at the expense of the other.

Numbers

Numbers. Edited by John Sturdy. Cambridge Bible Commentary series. £7.50. 0521 08632 9. £2.95.

This new volume, like others in the series, is thorough and challenging. The introduction, though only nine pages long, is very worthwhile. It deals with those who do not accept that there ever was a separate source. It is the historical value of Numbers, and Numbers as a theological work.

In the body of the commentary the text is first printed, then usually there is a general comment on that particular section, and this is followed by a more detailed exegetical commentary on the individual verses. There are three useful maps. T. J. Thomas

From pinholes to photograms

Graham Wade reports on three weekend sessions at the Half Moon Photography Workshop

The Half Moon Photography Workshop, based in East London, recently mounted an ambitious series of three weekend sessions around the theme "Kids and Photography... In and Out of School". Specifically directed at teachers and community workers who wanted to start, or were already involved in photographic projects with young people, the courses attracted far more applicants than places.

The first weekend was devoted to a discussion of the values and attitudes implicit in current photographic communications; the second covered materials and techniques. The third dealt with particular applications of photography to a range of situations. Any teacher considering the possibility of starting photography for the first time is immediately faced with a set of primarily practical problems, so this report focuses on the middle session concerned with equipment and processes.

In his introduction Terry Dennett said that photography as an activity can easily descend to an expensive and wasteful exercise in "mass consumer technology". Naturally manufacturers will sell their latest, costly photographic gear to the mass people, but whether those products are necessary to enjoying and practising the subject, as all the advertisements tell you, is highly questionable. To prove the point the opening workshop of the day did not even require a camera.

This was about "photograms", which are simply contact prints made by placing objects such as leaves or hands soaked in developer fluid on photographic paper, and then exposing and processing the results. All you need is a blacked-out room, a safe-light, which can be a bike lamp obscured by certain types of coloured plastic, and three trays for developer, fixer and stopper. Dog litter trays serve as cheap

substitutes. Photograms prove exciting for younger children who can progress from making pictures of their own bodies to recording other objects, which can be assembled to tell stories.

Using pinhole cameras is another form that is cheap. They can be constructed from any light-proof container, usually tins or boxes, with the inside painted black and a small hole drilled in one side. In a fascinating talk, Steve Hoare of Dartington College of Arts, Devon, explained that most professionals frown on the pinhole for its crudity, yet it is capable of producing pictures of the highest quality. Its major advantage is an infinite depth of focus (not found with lenses), although relatively long exposures are needed.

The workshop on cameras produced a simple guide to hardware. The most convenient format to work with is 35mm film and the best-buy camera in that field are Russian, as the prices are sold artificially low. 35mm film can be bought cheaply in bulk, but for this you also need a bulk-loader (about £6) to dispense the film into cassettes for use. Nevertheless, it still proves more economic this way.

The best rangefinder 35mm cameras are the Cosmic Symbol (under £10) and the Zorki (under £20), although they both suffer from the main drawback of all rangefinder models in that the picture you see through the eye-piece is merely an approximation of the picture that will be recorded on film. Single lens reflex 35mm cameras overcome this problem as the viewing system is through the lens itself.

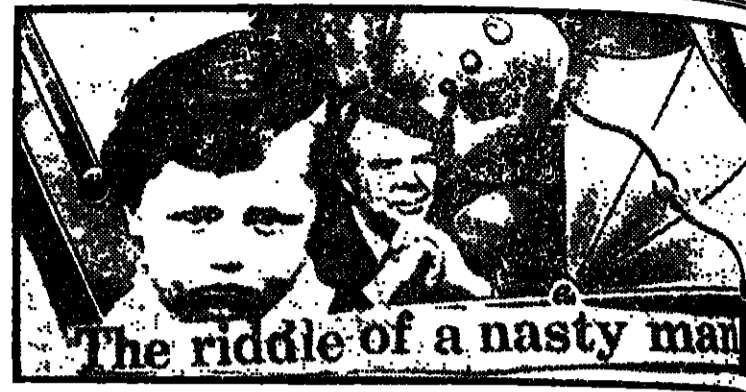
Best-buys here are the Zenith B (under £20) and the Zenith E (about £35) which also has a light-meter incorporated. Separate light-meters range from the Leiniger (around £6) to the first-class Weston (around £16). To obtain the most competitive prices it is a

good idea to consult a current issue of the *Amateur Photographer* and compare the many retailers' advertisements. "Home Made Things" was the title of another information-packed workshop delivered by Terry Dennett, who illustrated his philosophy of teaching photography through rediscovering its early history, as well as exploring ways of making your own acrylic lenses with Plasticraft kits, he showed how virtually any of the marketed solutions used in photographic processes could be made by the keen amateur. His *Photo Chemical Handbook* gives an extensive guide to this do-it-yourself approach.

The two workshops on simple procedures for developing used film and then printing photographs from the negatives were accompanied, as were the others, by easy-to-understand, step-by-step fact-sheets. There were also workshops on slide-tape exercises and photo-montage, which is the arrangement of various images and words taken from magazines, packaging, newspapers or your own material, into a personal statement. This can be strikingly achieved by juxtaposing an image from one context, like a glossy magazine picture of pink-clad horse-riders, with a caption from a newspaper, such as "A meeting of the unemployed". The message is powerfully brought home.

In addition, they publish an excellent bi-monthly magazine *CameraWork* (£2.50 per annum) and mount regular photographic exhibitions at their gallery. All inquiries should be made to: HMPW, 27 Allie Street, London, E1. Telephone: 01-488 2595.

A forthcoming book, due out this month, explores many of the ideas raised in the HMPW workshops: *Photography* by Richard Greenhill, Margaret Murray and Jo Spence, published by Macdonald in the "Guidelines" series at £1. Jo Spence is a founder member of the HMPW.



Top: a photo-montage from the workshop session; lower right: Terry Dennett holding a home-made honey jar lens; lower left: Steve Hoare with a pinhole camera picture.

Creating light effects on stage

by Paul McGee

School plays pantomimes, revues, concerts or operettas, have a good effect on pupils, parents and teachers that it is a pity they are so often spoiled by poor lighting or effects. Lighting can be improved at a much smaller cost than might be imagined.

Most schools and church halls are rightly subject to rules and regulations about their use. Any attempt to improve things must bear this in mind and, since children will be using the equipment, care must be taken to ensure maximum safety. The school-keeper is usually not just being awkward but often implementing local policy or protecting the rights of other users.

These other users should not be seen as the enemy but as a source of help—not just financial, also practical or inspirational. A simple arrangement might be that those who do not contribute towards the costs of improvements should pay a hire charge to use the extra resources.

The heart of any lighting system is the way in which light is controlled. This is done by a dimmer board situated, ideally, at the back of the hall, but often, in practice, at the side of the stage. There are many modern, neat and sophisticated switchboards, but the most remarkably larger theatres have dispensed with their older boards.

Anyone moderately practical and keen to get a good bargain should inquire locally to see if any of these switchboards are available. They will usually be too large for the power supply available. This allows for a selection of the best parts to be made up to a good supply of power. For future use, these machines are usually remarkably robust and can serve another 50 years. Children can easily maintain them under supervision and operate them during performances. They are great fun to use, and

it is hard to imagine the operators of modern computerized switchboards having the same fixation on their machines as the operators of these boards had for theirs. Installation is simple, but the local authority will want to check or supervise the work.

Many switchboards were permanently wired into permanent lights, and it may be necessary instead to use sockets fixed to the back. This is useful if there are more lights than available dimmers. The modern standard for stage lighting equipment is the 15 amp plug and socket because it is no longer used for domestic wiring. This system allows the designer great flexibility in grouping lights to make the operation of the effects easier.

The back of the board should be made of some fireproof, non-conducting material, such as paroxine, and the lateral wiring will need to be done in butyl heatresisting cables as these old dimmers get hot when they are in use. This also means they will need to be cleaned regularly to prevent a build-up of dust and thus a fire risk. The cables which will plug into the back should be held in a wooden or metal rack to prevent them becoming tangled. The holes should be made large enough for the cables to move easily but small enough to prevent the plugs falling through.

I have bought two such boards for £20 plus the cost of a van to move them. One was installed in an amateur theatre and has 54 dimmers on a 180-amp three-phase supply. It came from the boiler house of a town hall and took two people a week to repair and connect it. The other was installed in a school and has 14 dimmers on a 60-amp supply. The work was done by three students in two periods of a week for a term. The school became a better place for a smaller teacher to use and much more efficient. Older lights

can be obtained quite cheaply but if there is only a limited amount of power, it is not a good idea to use them as they will probably not be strong enough.

There are three main types of light. The profile spot forms a sharp image, and is used when spill must be avoided or the light is a long way from the stage. It has a lens in front of the bulb or lens and is focused by moving the bulb or lens. The flood is usually a plane projector type and is enclosed in mirroring. Second-hand it is a bargain because it is efficient and versatile.

Fresnel spots give a softer light with soft edges and are focused by moving the lamp. They are similar to, though smaller than, many older spotlights and this means that older spots can be bought and used instead. Generalized lighting, like floods, colour battens and footlights gives an uncontrollable light, and is quite cheap. The keen amateur can get years of service out of it for a little effort. It is useful for lighting backdrops and giving a general wash of coloured light to the stage.

Most of the lights will need re-wiring with lead resistant cable, or metal rods to prevent them becoming tangled. The holes should be made large enough for the cables to move easily but small enough to prevent the plugs falling through. I have bought two such boards for £20 plus the cost of a van to move them. One was installed in an amateur theatre and has 54 dimmers on a 180-amp three-phase supply. It came from the boiler house of a town hall and took two people a week to repair and connect it. The other was installed in a school and has 14 dimmers on a 60-amp supply. The work was done by three students in two periods of a week for a term.

The school became a better place for a smaller teacher to use and much more efficient. Older lights can be inserted to achieve this effect. It is possible to buy circular, adjustable rectangular and adjustable circular spots. The last, called teardrops, are too complicated to be made, but are unnecessary and expensive. They also tend to jam after a time because of the heat generated by the lamp and they should be regarded as toys for the rich. Circular masks can be made from sheet metal and a variety of sizes kept in stock. Adjustable rectangular masks are easy to make, but it is best to have a permanent mask on them so that they can be taken in and out of the light during setting. When the correct setting has been made, the shape can be copied onto metal to produce a permanent mask for that performance. This is not as wasteful as it seems, because many productions have similar lighting problems. The same idea can be used to produce interesting effects such as leaf patterns, windows or prison bars. Leaves are easily made by punching holes in the metal with nails. The effect can be improved by using two different colours, each occupying half the frame. Leaf effects cut out a lot of light, so they may have to be relegated to weaker spots. As this reduces their strength the way to produce several effects is to open the scene for the next ten seconds or so to add the main lighting. In this way the audience "sees" the effect even if it is swamped by the general lighting. Fresnel spots tend to give more spill because of their soft edges. This can be overcome by using barn doors or by fitting a tube to the front of the light to restrict the light to a central beam. Both of these can be easily made but they must be securely fixed to the light by safety chains or wires. It is often not appreciated how useful follow spots are, especially when a limited power supply. One great advantage is that they do not need to be controlled by a dimmer, and so can use a power supply independent of the switchboard. Their light intensity is controlled by the operator moving a card in front of the lens.

A particular application of this technique is where the operator must light an actor as he enters without the light wandering disastrously around the stage. The teardrops are too complicated to be made, but are unnecessary and expensive. They also tend to jam after a time because of the heat generated by the lamp and they should be regarded as toys for the rich. Circular masks can be made from sheet metal and a variety of sizes kept in stock. Adjustable rectangular masks are easy to make, but it is best to have a permanent mask on them so that they can be taken in and out of the light during setting. When the correct setting has been made, the shape can be copied onto metal to produce a permanent mask for that performance. This is not as wasteful as it seems, because many productions have similar lighting problems. The same idea can be used to produce interesting effects such as leaf patterns, windows or prison bars. Leaves are easily made by punching holes in the metal with nails. The effect can be improved by using two different colours, each occupying half the frame. Leaf effects cut out a lot of light, so they may have to be relegated to weaker spots. As this reduces their strength the way to produce several effects is to open the scene for the next ten seconds or so to add the main lighting. In this way the audience "sees" the effect even if it is swamped by the general lighting. Fresnel spots tend to give more spill because of their soft edges. This can be overcome by using barn doors or by fitting a tube to the front of the light to restrict the light to a central beam. Both of these can be easily made but they must be securely fixed to the light by safety chains or wires. It is often not appreciated how useful follow spots are, especially when a limited power supply. One great advantage is that they do not need to be controlled by a dimmer, and so can use a power supply independent of the switchboard. Their light intensity is controlled by the operator moving a card in front of the lens.

Similar theoretical work can be done with broadcasting. It is instructive to compare the content of news bulletins on the various BBC radio channels in one morning; to study the columns of *Radio Times* to see how the planners put together a balanced evening's viewing; to ask why some programmes are more suitable for radio than television and vice versa. There is also the question of how the relationship of newspapers to broadcasting has changed; as television becomes the provider of urgent news more and more papers have to adapt to the role of providing background explanation. Such a course must be practical. Visits can be made to local papers or studios, or people working in the media can be asked to come and discuss what they do. Pupils should be given plenty of opportunity to write their own articles, perhaps for the school magazine. A few three skills gains from three to six points according to its difficulty and inventiveness; a sequence linking five gains from four to seven points; one using more than five

TALKBACK

Sixth-form journalism

Nigel Richardson

Teachers tend to have an ambivalent attitude to journalism. They encourage sixth-formers to read newspapers and periodicals, but often imply that journalistic writing is merely an inferior form of literature.

A general studies option on the mass media can be both theoretical and practical, helping to explain the role of the press and broadcasting in a free society, how facts can be slanted, and above all how easily it can be used with care to create a particular writing style. It is good to begin by examining the actual stages in producing a paper. The *Daily Mail* produces an excellent pamphlet "Anatomy of a newspaper", or schools may already possess the relevant *Sunday Times* current affairs filmstrip showing the whole process from initial scoop to doorstep delivery.

The Bureau of Audit Research produces annual circulation figures, usually reproduced in *The Times*, while Anthony Sampson's *New Anatomy of Britain* has a section which gives a good account of the cut and thrust of newspaper competition. Marjorie Wilkerson's *News and Newspapers* (Batsford) has other useful information.

Comparison of papers is important. Students are asked to measure the number of column inches devoted to certain types of story in each paper, to compare headlines and front page layouts. Why do some stories have more appeal than others?—Dunbar headlines for "2 horses die in motorway inferno" as the top of the page, yet only one tiny paragraph for "4 killed in pile-up" at the bottom. And how do the advertisements in each paper reflect its readership?

Nigel Richardson teaches history at Uppingham School, Leicestershire.

camera in the interview studio, the other focused on slides and photos to feed into the story. Making a radio documentary requires only one tape recorder, a script, and perhaps some pre-recorded inserts. Lastly, there are the philosophical questions about the mass media. Do people imitate their heroes, whether they be Casanova screen stars or *Clockwork Orange* thugs? Is there too much sex and violence on television? And do we believe all the media tell us? The local library may have a biography of Richard Dimbleby detailing the famous spaghetti harvest affair in 1957, and one of the histories of *Ambridge* will tell of the huge public outcry when Grace Archer died in the stable fire in 1955. Where does one draw the line between reasonable journalistic inquiry and unresponsible intrusion, especially in a tragedy? What constitutes justifiable exposé or speculation and what is mere scandal-mongering? According to a *News* movement is an integral part of the scheme points being given occasionally for good participation (either on a group or individual basis). Swimming, athletics and games skills are all included, ensuring that every child is able to participate and achieve success in one or many aspects of the scheme. Each child has a card which is kept in a central place. When he or she achieves success in a skill or exercise the code number used to denote the activity is recorded, together with the points awarded. Code numbers cut down writing time and can be checked quickly to avoid duplication. A quick shorthand description of a child's activity is a simple and effective record. When 100 marks have been gained we award a blue ribbon for sewing on to shorts or leotards. One hundred and seventy-five points gains a red chevron, as does an achievement of 250 points. A scheme such as this could dominate PE lessons, and stimulate teachers' individuality in organization and presentation. The scheme does an achievement of 250 points. A scheme such as this could dominate PE lessons, and stimulate teachers' individuality in organization and presentation. The scheme does an achievement of 250 points. A scheme such as this could dominate PE lessons, and stimulate teachers' individuality in organization and presentation. The scheme does an achievement of 250 points.

Such a course must be practical. Visits can be made to local papers or studios, or people working in the media can be asked to come and discuss what they do. Pupils should be given plenty of opportunity to write their own articles, perhaps for the school magazine. A few three skills gains from three to six points according to its difficulty and inventiveness; a sequence linking five gains from four to seven points; one using more than five

Integrated PE

Terence Ladlow

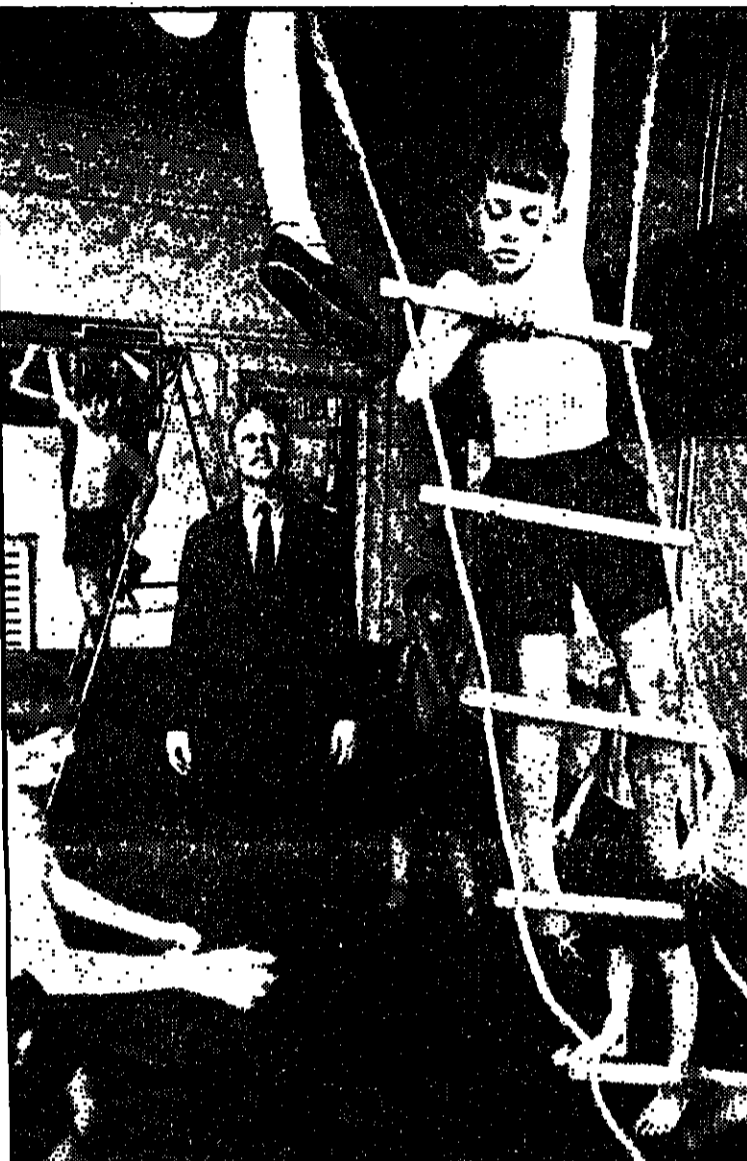
I imagine there was a good deal of scepticism when the *Sunday Times* BAGA award scheme was introduced. Awards, rewards, incentives have a Pavlovian connotation to many educationalists. No one can deny, however, how helpful, stimulating and challenging the scheme has been.

I have been using an integrated PE award scheme for many years. It uses the BAGA award scheme by extending it and introducing as many aspects of PE as possible. I wanted to devise a scheme which would encourage quality of movement, be all-embracing, create a challenge and stimulus in an attempt to nurture and develop every child's physical ability.

We have a PE award list which includes conventional gymnastic activities from forward-rolls to neck-rolls, each activity qualifying for points according to difficulty. A forward-roll carries three points, a headstand five points, a neck-spring 10 points—the maximum for any activity.

The apparatus is also included (such as ropes and climbing frames); here the scheme recognizes intellectual as well as physical attributes. Children devise activities using the apparatus, and are awarded marks for the skill and quality of performance. One emphasizes the safety aspect, so that children do not attempt activities outside their ability.

Sequence work, encouraging fluency of agile skills, also features prominently. A sequence linking three skills gains from three to six points according to its difficulty and inventiveness; a sequence linking five gains from four to seven points; one using more than five



Nigel Richardson teaches history at Uppingham School, Leicestershire.

interests tend to point them in other directions have responded well to the challenges since there is always something they can do. The scheme is a means to an end, that of affording opportunities for children to gain maximum satisfaction and enjoyment, success and achievement in the widest spectrum of physical activities.

Terence Ladlow is head of Great Doddington County Primary School, Wellingborough, Northants.

Who knows? Perhaps, in some remote part of the country, there is even an infant Marx in the process of evolving a new revolutionary ethos, whose theories will provide that power depends not on owning the means of production, but the means of education; that school holidays are the opium of the pupil; and that emancipation can only come through the overthrow of the teaching profession. I have one more thought: that should the revolution ever come, I might even join it.

Steve Barnett is a teacher at Hatch End High School, Barnet.

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Children without roots

Nick McCarty and Philip Christoudoulou report on some of the problems facing Cypriot refugee children in settling in to the English way of life

Alexandra is 13. She came to London after the Turks bombed Famagusta, and lives with her father's sister in Islington. After two years she has still not become used to the grey sky "that sits on your head day after day". Nor to the endless dreary streets. And Alexandra is afraid.

She is one of the 2,000 children who came to Britain after the Turkish invasion of Cyprus in 1974, and were only afforded six-month "long-term visitors" visas. The Home Office refused to classify them as refugees, despite the fact that they had been forced from their homes in gungun, that strangers now live in their homes, and that they have nowhere else to go.

"There's nothing like your own country, the place you were born", said Alexandra. "At the moment, though, there are other people there instead of me. I would only go back if there was a settlement in Cyprus."

Children such as Alexandra have lived in Britain since the invasion, often with god-parents or uncles, or with friends of friends of their families. They are constantly under the threat of deportation. Many have had to face an alien land without a close relative to help them. They have not been helped by the official attitude.

The Parliamentary Select Committee on Cyprus reported that the Home Office attitude had been far from helpful. "The situation in Cyprus has not been regarded as of such a nature as to justify the waiving of immigration rules." The report went on to say that the Home Office policy had shown a failure to respond promptly and humanely to the effects of invasion of a Commonwealth island. The problem continues, as the Turks are still pressing the Greek Cypriot population left in the north of Cyprus to leave their homes and lands to the invaders.

Not every United Kingdom authority and educational establishment made an effort to cope with the problem at the outset. In areas that were least sympathetic or less responsible, no care was taken to provide extra help with the language problem. Others reacted differently.

A teacher in Haringey had nothing but praise for his authority and his school, in which there are approximately 50 refugee children. "The girls have made more progress than the boys, which is the usual picture; but all the boys and girls who arrived here in 1974 have mastered the English language, and have now started some positive progress in the rest of the academic subjects."

It may be that in Haringey they have been lucky enough to have a number of Cypriot teachers. In other authorities children and teachers were faced with an indifference that bordered on hostility. Some even used the status of the children as "long term visitors" to deny them education. It took a directive from the ministry, after the

press had taken up the issue, to make these authorities take in the children who had been victims of the war.

Haringey, Camden and Islington in London recognized the need to organize a crash course in English for the children. They ran a two-tier system; children went for language training for half a day, and to their own school for the other half. One of the aims was to integrate the children as soon as possible with their peers. But Petros does not find it easy even now. "Kids in Cyprus are much better friends, and out here it's a little difficult to settle. Kids in Cyprus learn much faster. I think the standard in Cyprus is much higher than out here."

Cypriot parents expect their children to work hard. They also expect success. Ambition drives both parents and teachers to demand high levels of application from their pupils. And those who are looking after their nephews and nieces or god children can put even more pressure than the actual parents. They perhaps do not understand that the trauma of the war can still affect children, and become impatient if they do not achieve the sort of results they feel the parents want.

Naturally this sets up tensions within the temporary adoptive home. Many of the Cypriot parents regard the teacher in the way he would be seen in a Cypriot village. It is not easy to explain to a stranger that Christina is tense, silent, and withdrawn because of what happened to her just after the invasion.

Christina never talked about any of it except briefly to her oldest sister, with whom she has been living for the two years since the invasion. The sister eventually took the girl to a social worker in Camden. Throughout the interview the girl sat silent, while her older sister talked. It became obvious that Christina had suffered multiple rape at the hands of the Turkish soldiers who took her village. That she felt unable to talk about it to anyone for two years is a measure of the failure of all the people concerned.

It is not only in the extreme cases like this that the problems lie. Chris is 14 years of age living with a friend of his father's. He did not know the friend before, and has had to adapt to life here without a close relative nearby. "Life is too fast here. Everyone seems to be in such a hurry, and it's much harder than in Cyprus."

His position is made harder because he knows his host family are finding it hard to make ends meet. His father cannot find work in Cyprus, and has gone to the Gulf States to try to make some money to support his wife and Chris's sisters. Chris also expresses the fear that is constantly in their minds: "The immigration people don't want me to stay here, and are supposed to be discussing



Photographs by Dorcas Parasides

my case soon. The only way out of it is to get adopted to English parents, so that I can stay."

Efforts have been made by the Cypriot community to ensure their children get the opportunity to have the best education. In England this is true not only for the boys, but for the girls also. Maria is 14, and intends to stay on at school after 16—"which is something I wouldn't do in Cyprus. Over here you are given every opportunity and helped in every way if you want to learn", she said. "In Cyprus we were given more work and stricter teachers."

In a male-oriented society, this opportunity for the girls has not been common. It may be that, with the virtual breakdown of the dowry system, the women have been liberated. They will certainly be in a position where skills, professional ability, and higher education will be offered instead of the traditional dowry house. It is a step away from a more repressive system.

Many children we talked to stressed the difference in discipline, seeming to prefer the stricter system they had left behind. Perhaps this was natural. Many who have been thrust out from their families into the hands of strangers find that freedom is the most frightening aspect of their lives.

Trena is 16, and attends a school in Islington. "Students are far more polite in Cyprus. Kids here do things that we would never dream of doing in my old school. . . . It was hard settling in at first, but I have now more or less mastered the language and got used to the life. . . . You're much freer here than in Cyprus really. I mean here gives a damn. In Cyprus if you do something which isn't accepted by everyone else, you're branded."

As a social worker involved with these children said: "The old standards and attitudes to family and responsibility die very fast in our more 'sophisticated' society. These children, who have already lost so much, who have no roots, and who in many cases are separated from their families, are an easy mark for those who would exploit their disorientation." He felt many might

be happier back among their roots. "Having already experienced a loss of identity by being removed from their homes and villages, they were sent here into an alien culture, which only compounds their loss."

The children have differing views about going home. Christina naturally enough said: "All I want is to go home. But under conditions of safety. . . easier said than done!" Alexandra knew what she wanted. "I would get British citizenship tomorrow. You're safe here, aren't you? The Turks aren't going to come and take over this place? Are they?"

Pantelakis, aged 13, was sure then. "Although I said Cyprus is better than England, I would never go back there, Turks or no Turks. Certain scenes have stayed in my head that have put me right off going back. . . ."

The uncertainty is causing acute anxiety among many children. Educationally it can do nothing but exacerbate their already deep problems by keeping the threat of deportation hanging over them. They may, in the words of the social worker, be "going back to the roots of their culture" but they would most certainly not be going back to their homes. They would be going to the refugee camps in the south of Cyprus, for the Turks have continued their policy of expelling Greek Cypriots.

The Home Office is now stepping up the pressure on the Cypriots who came as a result of the 1974 invasion. In a recent survey, Cyprus Refugee Action found that out of 20 homes visited, ten had a member of the family under sentence of deportation, and more than half of the rest were awaiting a decision. A boy of thirteen had agreed to change that he could stay if "he agreed to change the public to the private sector of education". He is not an isolated case.

Credit for the efforts being made to integrate these children into our schools must go to individual head teachers and staff, and to the children themselves. They have shown a determination not to be defeated. It would help them if they knew they were to be allowed to stay and complete their education.

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The text is based on the NEW PENGUIN SHAKESPEARE.

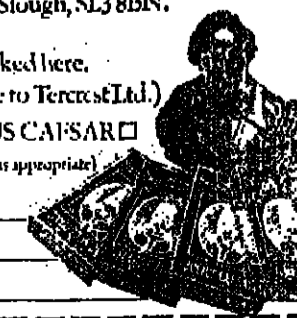
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HENRY V ROMEO AND JULIET (tick as appropriate)

NAME

ADDRESS



(Note: Also available through the Educational Productions Ltd catalogue.)



Cypriot children in Tollington Park School, London, last year, during a visit from their country's Minister of Education, Andreas Mikellides.

Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

Appointments vacant

Table listing various educational appointments such as Deputy Headships, Remedial Posts, Art and Design, etc.

Special Education

Table listing special education appointments including Headships, Deputy Headships, Remedial Posts, etc.

Preparatory Schools

Table listing preparatory school appointments such as Headships, Classics, Mathematics, etc.

Colleges of Further Education

Table listing college appointments including Directors and Principals, Heads of Department, etc.

Overseas Appointments

Table listing overseas appointments such as Administration, Local Education, Authority, etc.

Child Care

Table listing child care appointments including Educational Psychologists, Examiners, etc.

Nursery Education

West Yorkshire Nursery Education advertisement for St. Mary's R.C. Primary School.

Leicestershire

Leicestershire advertisement for St. Mary's R.C. Primary School.

Staffordshire

Staffordshire advertisement for St. Mary's R.C. Primary School.

Wiltshire

Wiltshire advertisement for St. Mary's R.C. Primary School.

Wiltshire

Wiltshire advertisement for St. Mary's R.C. Primary School.

Wiltshire

Wiltshire advertisement for St. Mary's R.C. Primary School.

Other Appointments

Various other educational appointments including Harnet, Hereford and Worcester, Shropshire, Bedfordshire, Hertfordshire, Cornwall Education Committee, etc.

North Yorkshire

North Yorkshire advertisement for St. Mary's R.C. Primary School.

Wiltshire

Wiltshire advertisement for St. Mary's R.C. Primary School.

Wiltshire

Wiltshire advertisement for St. Mary's R.C. Primary School.

Wiltshire

Wiltshire advertisement for St. Mary's R.C. Primary School.

Wiltshire

Wiltshire advertisement for St. Mary's R.C. Primary School.

Advertisement for Cornwall Education Committee, Peripatetic Advisory Teacher for Primary Schools.

Advertisement for Classified Advertisements, detailing charges and terms.

Advertisement for Primary Schools Headships, Maryland Junior School, Headteacher.

Advertisement for Wiltshire, St. Mary's R.C. Primary School, Deputy Headship.

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LEEDS CITY COUNCIL DEPARTMENT OF EDUCATION

Middle Schools
Closing date 15th October 1977. The Department of Education, Leeds City Council, is seeking applications for the post of Headteacher of a new middle school to be sited in the area of the former St. Andrew's School, Leeds LS2 8JF. The school will be a day school for 10-11 year olds. The post is a full-time post. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a new one and the successful candidate will be expected to bring a fresh approach to the school. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Special Schools
TEMPORARY POST SCALE 1+S.S.A.
E.288 FEARNVILLE SCHOOL (E.S.N.(M)) (No. on roll: 160: 5-12 years)
Dawson Lane, Leeds LS1 3LP
Telephone: 53491
Headteacher: Mr. J. J. Dainoff
Required for September, 1977. This is a temporary post for one year only. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Primary Schools
HEADSHIP
N.W.262 WESTFIELD PRIMARY SCHOOL (No. on roll: 330: 5-8 years)
Dunley Road, Leeds LS3 1AP
Telephone: 53491
Required for September, 1977. This is a headship post for a primary school. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Scale 2 Posts
N.W.263 IVEBON HOUSE PRIMARY SCHOOL (No. on roll: 201: 5-8 years)
Ivebon Rise, Leeds LS10 6LW
Telephone: 678200
Headteacher: Mrs. P. White
Required for September, 1977. This is a scale 2 post for a primary school. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Scale 1 Posts
GUY NEWALL FIRST SCHOOL (No. on roll: 240: 5-8 years)
Newall Carr Road, Gilly, Leeds LS21 2AU
Telephone: 53491
Headteacher: Mrs. B. M. Grace
Required for September, 1977. This is a scale 1 post for a primary school. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Scale 1 Posts
E.276 BEESTON HILL, ST. LUKE'S C.E. (AIDED) PRIMARY SCHOOL (No. on roll: 280: 5-8 years)
Beeston Road, Leeds LS11 8JD
Telephone: 53376
Headteacher: Mr. J. A. Costa
Required for September, 1977. This is a scale 1 post for a primary school. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Scale 1 Posts
E.277 CROSS GREEN SCHOOL (No. on roll: 1,000: 13-16 years)
Cross Green Lane, Leeds LS9 9BB
Telephone: 481501
Headteacher: Mr. C. Smith, B.A.
Required for September, 1977. This is a scale 1 post for a middle school. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Scale 1 Posts
E.278 CROSS GREEN SCHOOL (No. on roll: 1,000: 13-16 years)
Cross Green Lane, Leeds LS9 9BB
Telephone: 481501
Headteacher: Mr. C. Smith, B.A.
Required for September, 1977. This is a scale 1 post for a middle school. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Scale 1 Posts
E.279 CROSS GREEN SCHOOL (No. on roll: 1,000: 13-16 years)
Cross Green Lane, Leeds LS9 9BB
Telephone: 481501
Headteacher: Mr. C. Smith, B.A.
Required for September, 1977. This is a scale 1 post for a middle school. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Middle Schools
E.248 HUGH GAITRELL MIDDLE SCHOOL (No. on roll: 600: 9-13 years)
Wickhouse Lane, Leeds LS2 8BP
Telephone: 464225
Headteacher: Mr. E. A. Rockliff, B.A.
Required for September, 1977. This is a middle school. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

High/Secondary Schools
DEPUTY HEADSHIP (GROUP 13)
N.E.277 ROUNDWAY SCHOOL (No. on roll: 1,420: 13-18 co-educational including 310 in Sixth Form)
Clithero Lane, Leeds LS8 1ND
Telephone: 6532 0505/1/4
Headteacher: Mr. C. H. Glover, M.A.
Required for September, 1977. This is a deputy headship post for a high/secondary school. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Scale 4 Posts
N.E.276 ROUNDWAY SCHOOL (No. on roll: 1,420: 13-18 co-educational including 310 in Sixth Form)
Clithero Lane, Leeds LS8 1ND
Telephone: 6532 0505/1/4
Headteacher: Mr. C. H. Glover, M.A.
Required for September, 1977. This is a scale 4 post for a high/secondary school. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Scale 3 Posts
N.W.264 SENIOR MASTER/MISTRESS (Deputy Head Scale Group 13)
The post involves overall responsibility for curricular provision throughout the school and specific charge of a large open Sixth Form which is developing new courses and structures from an ex-Grammar School base. In both aspects of the post the person appointed will be fully supported administratively and will have an opportunity to develop his/her own ideas for the school. This is a re-advertisement of Post No. N.W.163 (T.E.S., 20th March, 1977). Candidates already having applied for this post are, of course, still under consideration.

Scale 3 Posts
N.W.265 HEAD OF RELIGIOUS AND COMMUNITY STUDIES within the area of Humanities. The School has a strong commitment to Community Studies and work in the local area. The person appointed will bring enthusiasm to the work of organizing both compulsory and the optional elements of the curriculum, developing new practices and approaches, yet retaining Religious Education as a study in its own right.

Scale 3 Posts
N.W.266 HEAD OF ART within the area of Creative Studies. Energy and enthusiasm for the teaching and development of Art as a centre point to courses in Creative Studies, for pupils of all abilities, is important. Full support will be given to develop ideas both in teaching and in the new facilities currently being planned.

Scale 3 Posts
E.271 CROSS GREEN SCHOOL (No. on roll: 1,000: 13-16 years)
Cross Green Lane, Leeds LS9 9BB
Telephone: 481501
Headteacher: Mr. C. Smith, B.A.
Required for September, 1977. This is a scale 3 post for a middle school. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Scale 3 Posts
E.272 CROSS GREEN SCHOOL (No. on roll: 1,000: 13-16 years)
Cross Green Lane, Leeds LS9 9BB
Telephone: 481501
Headteacher: Mr. C. Smith, B.A.
Required for September, 1977. This is a scale 3 post for a middle school. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

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Headteacher: Mr. C. Smith, B.A.
Required for September, 1977. This is a scale 3 post for a middle school. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

City of Leeds School (No. on roll: 822: 13-16 years)
Telephone: 464225
Headteacher: Mr. E. A. Rockliff, B.A.
Required for September, 1977. This is a city school. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

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Middle Schools
By Subject Classification
Art and Design
Other Posts on Scale 2 and above

Technical Studies
Scale 1 Posts
STAFFORDSHIRE EDUCATION COMMITTEE
Middle School
Headteacher: Mr. E. A. Rockliff, B.A.
Required for September, 1977. This is a technical studies post. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Other than by Subject Classification
Other Posts on Scale 2 and above
BERKSHIRE
Middle School
Headteacher: Mr. E. A. Rockliff, B.A.
Required for September, 1977. This is an other than by subject classification post. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Music
Other Posts on Scale 2 and above
SUFFOLK COUNTY COUNCIL
Middle School
Headteacher: Mr. E. A. Rockliff, B.A.
Required for September, 1977. This is a music post. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Pastoral
Heads of Department
SUFFOLK COUNTY COUNCIL
Middle School
Headteacher: Mr. E. A. Rockliff, B.A.
Required for September, 1977. This is a pastoral post. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Other Posts on Scale 2 and above
DORSET
Middle School
Headteacher: Mr. E. A. Rockliff, B.A.
Required for September, 1977. This is an other posts on scale 2 and above post. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Science
Scale 1 Posts
WEST SUSSEX
Middle School
Headteacher: Mr. E. A. Rockliff, B.A.
Required for September, 1977. This is a science post. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Secondary Education
Headships
CLYDE COUNTY COUNCIL
Middle School
Headteacher: Mr. E. A. Rockliff, B.A.
Required for September, 1977. This is a secondary education headship post. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Scale 1 Posts
WEST SUSSEX
Middle School
Headteacher: Mr. E. A. Rockliff, B.A.
Required for September, 1977. This is a scale 1 post. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

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Middle School
Headteacher: Mr. E. A. Rockliff, B.A.
Required for September, 1977. This is a scale 1 post. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Scale 1 Posts
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Middle School
Headteacher: Mr. E. A. Rockliff, B.A.
Required for September, 1977. This is a scale 1 post. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Deputy Headships
Senior Masters/Mistresses
BERKSHIRE
Middle School
Headteacher: Mr. E. A. Rockliff, B.A.
Required for September, 1977. This is a deputy headship post. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Other than by Subject Classification
Other Posts on Scale 2 and above
BERKSHIRE
Middle School
Headteacher: Mr. E. A. Rockliff, B.A.
Required for September, 1977. This is an other than by subject classification post. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Other Posts on Scale 2 and above
BERKSHIRE
Middle School
Headteacher: Mr. E. A. Rockliff, B.A.
Required for September, 1977. This is an other posts on scale 2 and above post. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Science
Scale 1 Posts
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Middle School
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Required for September, 1977. This is a science post. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

Secondary Education
Headships
CLYDE COUNTY COUNCIL
Middle School
Headteacher: Mr. E. A. Rockliff, B.A.
Required for September, 1977. This is a secondary education headship post. The successful candidate will be responsible for the school's academic, administrative and financial management. The post is a full-time post. The successful candidate will be expected to bring a fresh approach to the school.

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Education Department
Maylands School for Girls (Roll 730)
Broadstone Road, Off Albany Road, Hornchurch RM12 4AJ
Required September 1977

Headteacher

for this five-form entry, Group 0 Girls' Comprehensive School situated in modern buildings on one site. The vacancy has arisen due to the retirement of the present Headteacher.

There is a scheme for removal expenses.

Application forms and further details available (S.A.E. please) from the Director of Educational Services, Mercury House, Mercury Gardens, Romford RM1 3DR, to be returned by Monday 2nd May 1977.

SHENLEY COURT SCHOOL

SHENLEY LANE, BIRMINGHAM B20 4HE (Group 13)

Applications are invited from suitably qualified teachers for the post of

HEAD TEACHER

of the above school, to commence duty in September, 1977.

Shenley Court is an eleven-form entry, purpose-built, Comprehensive School in the South-Western Suburbs of the City.

Application forms and further details may be obtained from the Chief Education Officer, South Area, Schools Branch, Education Office, Margaret Street, Birmingham B3 3BU, and should be returned not later than April 27, 1977. There is a scheme for assistance with removal expenses.

BIRMINGHAM CITY COUNCIL

Somerset

STANCHESTER COMPREHENSIVE

Stoke-sub-Hamdon, near Yeovil

HEAD

of this 11-16 age range, mixed comprehensive school, 718 on roll.

Appointment to commence January, 1978.

Salary: Group 10 £7,787-£8,391 (plus 1977 Award).

Application form and details (S.A.E.) from Staffing (T) Section, Education Department, County Hall, Taunton. Closing date 2nd May.

HAMPSHIRE

ST. GEORGE CATHOLIC SCHOOL (AIDED)—GROUP 8

Applications are invited for the appointment to the

HEADSHIP

of this 11-16 boys' comprehensive school from September, 1977. Applicants should be practising Roman Catholics.

Application forms and further details from the Area Education Officer, Arundel Towers North, Portland Terrace, Southampton. Completed applications to the Rev. Canon G. Dwyer at St. Edmund's Presbytery, The Avenue, Southampton SO9 4TF.

Closing date for applications: 2nd May, 1977.

SURREY COUNTY COUNCIL

FRINGE AREA LONDON ALLOWANCE £150 p.a. THROUGHOUT THE COUNTY.

Generous relocation expenses in approved cases.

HEADSHIPS

ABBOTSFORD COUNTY SECONDARY SCHOOL
Stanwell Road, Ashford (1,172 on roll, expected to be 1,450 by 1979)

The Headship of this mixed comprehensive school (12-18) is vacant from the Summer Term. Date of appointment according to availability. Salary Group 12, £8,466-£9,051 per annum plus £312 (1976 supplement), subject to current restrictions on progression beyond £8,500 per annum, plus £189 (1977 supplement).

Re-advertisement: all candidates will be considered together.

DE BURGH COUNTY SECONDARY SCHOOL

Merefield Gardens, Tadworth (835 on roll, September, 1976)

The Headship of this mixed comprehensive school (12-18) is vacant from September, upon the retirement of the present head and is hoped to appoint from that date. The school was reorganised in 1973. Salary Group 10, £7,455-£8,079 plus £312 (1976 supplement) subject to current restrictions on progression beyond £8,500 per annum, plus £189 (1977 supplement).

Re-advertisement: all candidates will be considered together.

Application forms and further details available on receipt of a stamped addressed, foolscap envelope from the County Education Officer, County Hall, Kingston-upon-Thames KT1 2DJ. Please specify post(s) in which interested.

Completed applications to be returned by 29 April, 1977.

Salop County Council

STIRCHLEY COUNTY MIDDLE SCHOOL, Stirchley, Telford TF3 1FD

Required for September, 1977:

Teachers

for an integrated, environmentally-based programme. Creative approach essential, additional interest in MATHEMATICS, ENVIRONMENTAL SCIENCES and CRAFT.

The post of SECOND MASTER/MISTRESS and others at Scale 1-3 are available according to experience.

Application forms (with send s.a.o.) and return to the Headmaster, Mr. D. T. Jones.

G. E. Perren on the National Congress on Languages in Education

A community of purpose?

The public history of British education is punctuated by attacks of professional conscience and by periodic growths from the taxpayer about value for money.

Such spasms may produce bulky reports, but these are sometimes delayed when they reach the public only after copiously leaking at the edges like overripe Camembert. Too big or too comprehensive to be absorbed before being outdated by changing conditions, they neither surprise nor stimulate and become historical documents almost overnight.

The effective alternative to the classic Royal Commission, a national committee or appointed council of researchers may be invited public discussion. This we are now supposed to be involved in a Great Debate—in which the public is invited to tell educators not only how to do their job, but what that job really is. This may be very good for both sides, but as on other occasions, when challenged the professionals may well close their ranks and concentrate on defending their houses rather than on setting them in order.

It is characteristic of professionalism to establish associations, guilds and unions to protect and extend group interests, to safeguard technical standards and sometimes to preserve the mystery of their craft. Teachers are no exception. Now organizations are multiplying in times of plenty when older unities fragment, but under stress, uniting for mutual support.

Nevertheless, education is composed essentially of subjects and disciplines, all of which generate healthy broods of specialist groups which can contribute to the whole if they retain a community of purpose which transcends any technical disputes. Nowhere is this more true than in language and languages.

In education, the very term language has become curiously imprecise. In the sixteenth and seventeenth centuries it meant Latin; by the late nineteenth, vaguely literary English and vestigial classical grammar. Although when foreign languages were first received into the curriculum, they were regarded as possible new elements in this amalgam, they were sought and found a more independent modern role.

Thereafter teachers of French, German and Spanish did not contribute to language in education; they merely taught languages. To most general educationists today, language means English, and even among language teachers there is little notion of any underlying curricular unity comprising all the languages in education. (The Bullock report did not even mention modern languages.)

Pupils are left to make their own syntheses of all the varieties of linguistic experience which schools provide—at a time when communication skills are rated higher than ever before.

Questions about the future of modern languages in the curriculum cannot be resolved by simple decisions about priorities according to currently assumed political, cultural or social needs; the system is too complex and the needs are too fluid. But an

alternative danger is a stark confrontation between vested interests, each language striving for its rights against another (French being the current cuckoo in the nest) each with little declared purpose other than mere survival.

An effective curriculum will hardly result from free collective bargaining, even under Schools Council rules. Stability requires provision for controlled changes rather than a new covenant which might deny it.

In 1974, as far as languages were concerned, the need for some communal thinking seemed clear enough. There was no shortage of thinkers, but were they all starting from a similar base of information, or contemplating compatible aims? It was at that time that the Centre for Information on Language Teaching and Research first convened a meeting of representatives from 16 professional associations, all concerned with language or languages, to take the temperature for cooperative collaboration.

It became clear that any continuous professional debate on a national scale would require a framework for discussion and monitoring of outstanding problems, which was beyond the scope of any existing body. Proposals were made and referred to the various associations for their approval during 1975, leading to the formation of a programme committee under the chairmanship of Professor S. P. Corder. This should organize a National Congress on Languages in Education, which would produce a sustained organic relationship rather than just another big conference. By 1977 the number of constituent associations had risen to over 25.

Continuity was to be the important principle. Continuous activity rather than a periodic ecumenical council was desirable, and this could best be maintained by specialist working parties which would study and report on major problems judged to be of concern to most if not all constituent associations.

These working parties would then report to biennial assemblies of delegated representatives of the associations, when there should be discussion and stocktaking in public. The assembly's other main task would be to specify subjects for new working parties to study and report on at the next assembly, according to whatever national requirements it identified as most urgent. If the assembly made judgments, statements or recommendations it would be able to speak for the whole range of professional opinion which it would represent.

Rather than begin with an assembly to decide what the first working parties should study, it seemed best to set these up right away, both to exemplify the principle of continuity and to provide the first assembly (to be held in 1978) with a clear and responsible task, having a valid basis of information.

For these first working parties, two subjects of wide interest and concern to most of the constituent organizations were eventually chosen. Both would require highly expert and experienced leadership; fortunately this became available when Professor E. W. Hawkins and Professor A. Spicer accepted invitations to set up groups to study (a) the priorities to be given to non-native languages at all levels of education in Britain and (b) the relationship between the acquisition/teaching of mother tongues and the learning/teaching of other languages.

Both working parties now consist of a nucleus of 10 to 12 individuals chosen for their personal expertise, one supported by

23 and the other by nine consultants representing various constituent associations. Both have been at work since December, 1976, and have now developed very full programmes, aiming to complete their reports early in 1978.

The Department of Education and Science and the Scottish Education Department have nominated the HMI to be observers in these groups, while the Centre for Information on Language Teaching and Research is providing administrative support and technical assistance.

During 1977, two conferences convened by CILT are enabling the working parties to widen their catchment and coordinate their interim views. The first was held on March 18-20 under the title "Foreign languages in the curriculum: where and why?". The second is due to take place from July 13 on "Language and languages in education".

The scheme required initially goodwill, which seems assured, but it ultimately demands the continuous application of collective professional judgment to the changing needs of education as a whole. Much will be learned from the studies of the first working parties; more will depend on the concerted responsibility of the first assembly. This is expected to take place at Durham on July 2-6, 1978.

The congress is concerned with all the languages involved in education, whether these are native or foreign. In Britain, some—including English—have an important role as both. Significantly, the working parties are already receiving active cooperation from all levels, including universities, polytechnics, colleges of education and schools. There is no closed shop; a community of purpose seems to be emerging.

G. E. Perren is director of the Centre for Information on Language Teaching and Research.

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withdrawal for remedial help should not occur solely in language lessons.

Three general points emerge: first, that a modern language should be part of a compulsory core in the secondary school; second, that motivation of all pupils is more important than academic objectives relevant only to a tiny minority; third, that teaching methods and materials should reflect the demands of the whole ability range. The HMI report reveals that these points are not widely met.

Many schools have responded to these issues by organizing mixed ability intake. Any scheme of streaming or banding on entry, indeed, is incompatible with the basic principles of all ability schools. Strong, persistent motivation may not produce more academic success at public examination level but will almost certainly increase the number of pupils choosing to con-

tinue their study of a language beyond a two or three year foundation course.

A scheme at Holland Park School, which combined mixed ability grouping with parallel languages taught in the first three years (see figure 2) produced 76 per cent of pupils taking a language at fourth year level. Currently, at Pimlico School, the figure is approaching 70 per cent, resulting from a mixed ability intake and setting in the third year.

The HMI survey is perhaps depressing but need not be a cause for pessimism. Its "good" 40 per cent of pupils taking a language in the fourth year can clearly be bettered.

George Varnava was formerly head of modern languages at Holland Park School, now deputy headmaster at Pimlico School. He is author of "Mixed-ability Teaching in Modern Languages" (Blackie). "Multiple-choice French" (Blackie).

Years:	1st	2nd	3rd	4th	5th	6th	7th
Teaching groups							
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							

Defining the content of the syllabus

We have to look closely at the learners for whom it is intended and ask about their needs. By Eric Hawkins

At a recent seminar on training modern language teachers someone remarked on the danger, when things are changing so rapidly, of initial training courses becoming out of date before the ink is dry on the student's certificate.

It is not simply that panaceas are short-lived. ("Audio-visual est mort", didn't you know?). How can we predict what we shall be aiming to do in language classrooms in the eighties? We did not do very well in the sixties at forecasting the challenges that comprehensive schools would bring. At least we can try to avoid repeating past mistakes.

One of these was to be more concerned with the "form" of the learning package than with the content. It was natural that with a new aid like the tape-recorder we should in the studies have been mesmerized by techniques; that amid so much administrative reorganization we should have been absorbed by the problems of streaming versus mixed ability, or optimum starting ages, etc.

Neville Bennett's much discussed research at Lancaster is only one of many reminders that close attention to what is taught, when and in what order, may be more important at primary level than adopting so-called "progressive" or traditional methods. Is there a lesson for secondary classrooms, too?

The growing interest in content definition of the foreign language syllabus is welcome because in order to define the content of any particular syllabus we have to look closely at the learners for whom it is intended and ask about their needs. Professor Van Eck, a member of the Council of Europe Project led by John Tyin, makes the point: "It is not sufficient to say that they want to speak the language... In order to specify the situations in which they will use the foreign language, specifying a situation means stating the roles a language user has to play."

Van Eck is concerned with adult learners. Teachers of adolescents, whose development is (or should be) greatly influenced by their learning experience, must look not only at the "roles a language user may play" but at the effect that learning a language may have on the learner. Objectives at secondary level may well include future usefulness.

But learning French may be a way of learning how to learn other things (including other languages). Language learning may also be the best way of combating parochialism and challenging the values of housing estate or peer group, of reversing the adolescent's declining capacity for empathy. (It is no mystery that observers of racial bitterness in Northern Hill or sectarian prejudice in Belfast have noted that it is in the immediate post-adolescent years, the classical years of insecurity, that reactions are most violent.)

If the content of the curriculum is at all relevant in shaping adolescent values modern language study would seem to have a role that no other curricular activity could supplant. It is typical of British insularity that in the lengthy and much-quoted Bullock report, a *Language for Life*, the fact that our lives are lived in a polyglot world among neighbours who speak interesting foreign languages is nowhere mentioned.

Concentrating on content, unlike preoccupation with techniques, may encourage us to keep asking the important question: for what?

If the history of attempts to define syllabus content, hitherto, has shown a preoccupation with tangible objectives based on usefulness, this need not invalidate the work done provided our assessment of adolescents' needs does not end there. Standards of performance in the language at 13 plus or 16 plus may matter less than the effect of the discipline on adolescent attitudes and on capacity to learn later on. It may be useful to summarise the history of attempts to define syllabus content, to see how far we have yet to go.

Early attempts to define and limit

the linguistic content to be mastered were aimed frankly at achieving economy of effort and so improving motivation. A pioneer of such a "reduced" syllabus was C. K. Ogden, whose BASIC (2) elaborated with A. Richards appeared in 1930. Though concerned with English as a foreign language, the experiment interested language teachers everywhere. After some success, chiefly in India, it was briefly taken up by Churchill during the war but is now largely forgotten.

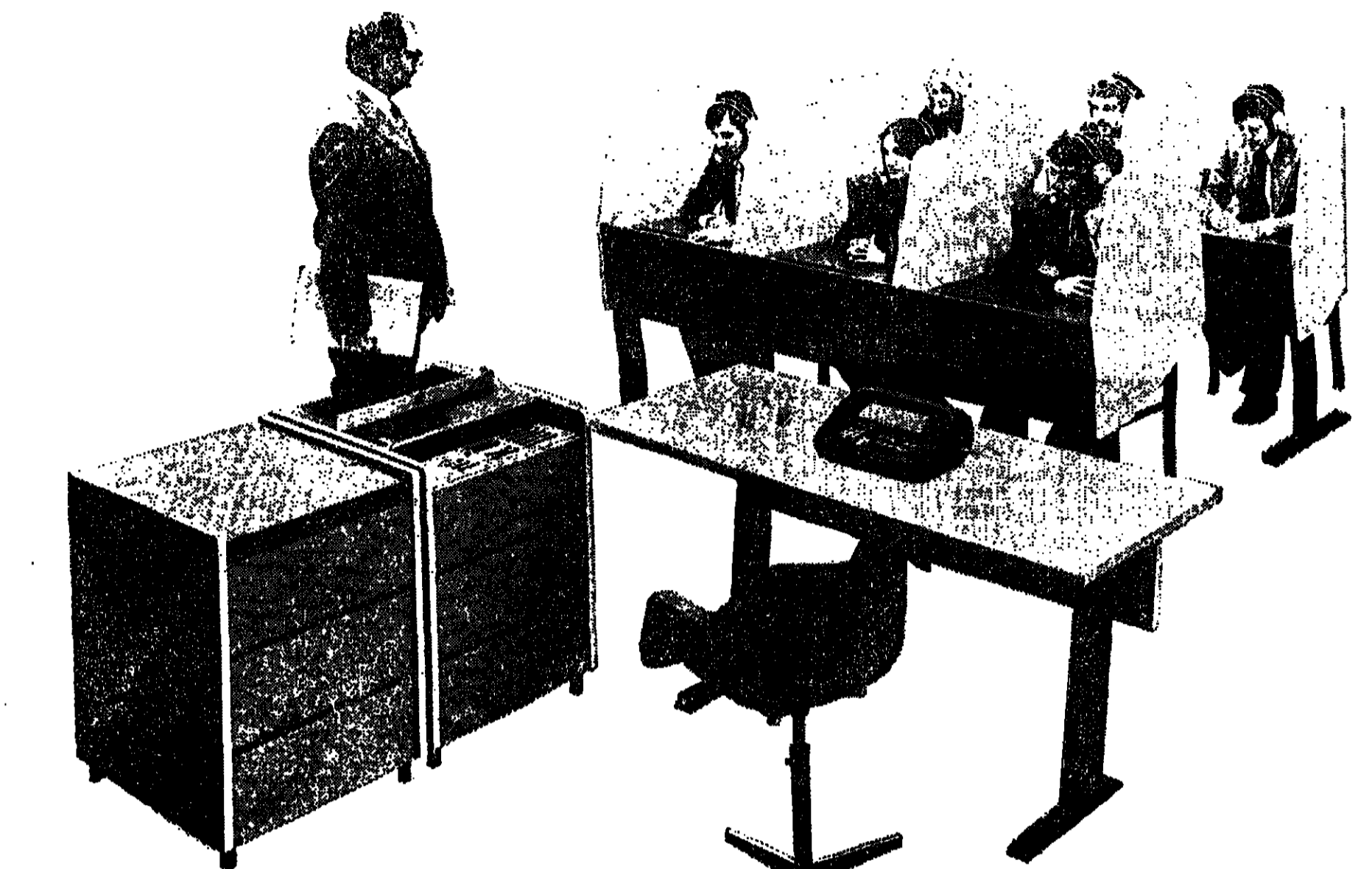
It was a *tour de force* of intuition which reduced the learning load for the foreigner to 850 words of English contained on one side of a quarto sheet and so chosen that nearly any normal English text could be expressed in BASIC using suitable circumlocutions. (A brilliantly ingenious dictionary was provided which which translation into and out of BASIC could be effected.)

Linguists in the postwar period preferred not to pursue Ogden's attempt to elaborate a self-sufficient "island vocabulary" but chose the rival method of the "vocabulaire de base", a (statistically based) reduced vocabulary conceived as a springboard from which further learning could take off.

The first 1,400 words of the *List Premier Degre* are based on a count of spoken French. The second 1,600 words are drawn from written texts. The two "degrés" have their respective appendices of grammatical structures forming a teaching syllabus for the first two years of study. As a basic vocabulary list, for all its faults, both statistical and linguistic, was an important contribution to which most course writers since have been indebted in some way.

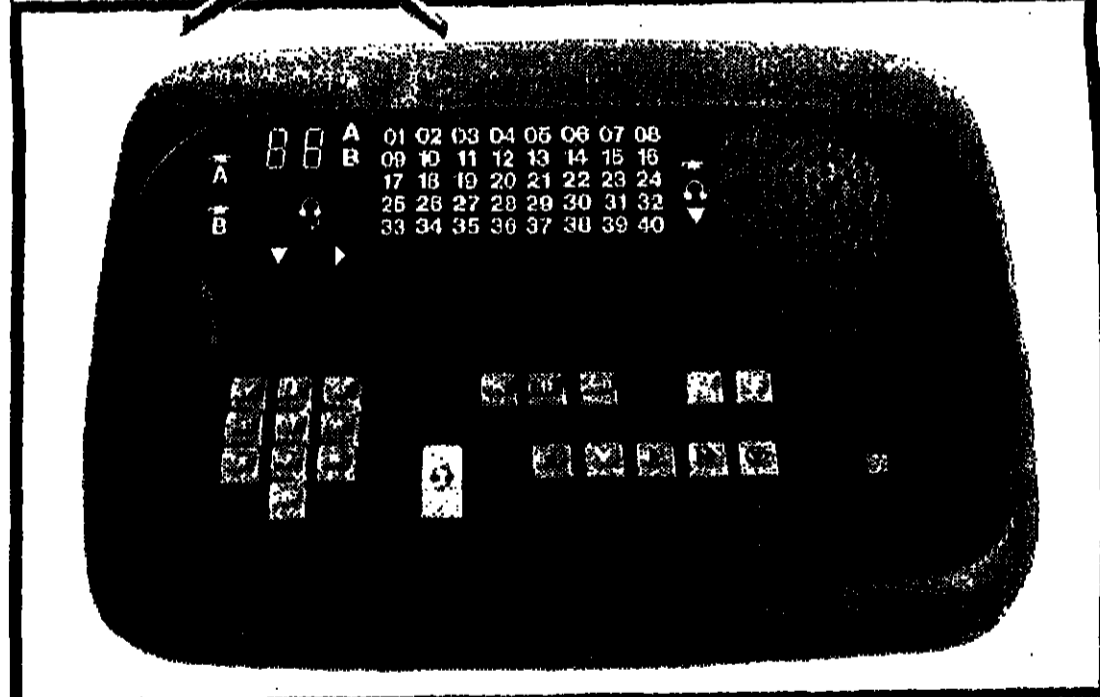
In the 1960s a different argument for content definition, going beyond economy of learning, was advanced, namely the need to improve the validity of public examinations.

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In-service readjustment—or a retreat to elitism

By John Townshend

The one constant factor in all the contributions to the debate on teacher training and its relation to higher education in the last five years, the one area of near unanimous agreement, has been the need for an expansion of in-service training.

It readily has the need been recognized that very little attention has been paid to the content and structure of such courses. The falling birth rate, the pool of unemployed teachers and the surplus capacity in the colleges have made possible, for the first time, the realization of an old dream: all teachers should have the right to periodic relief from the classroom routine to take stock, to bring themselves up to date and to equip themselves with new techniques.

At the same time, rapid changes in the organization of schools and new social pressures have made radical changes in the curriculum inevitable. Since the teaching force is now exceptionally stable, such changes can only be helped by in-service training.

The temptation for the planners is to conclude that the colleges have only to divert the capacity freed by the run down of initial training to the provision of in-service courses in order to meet this demand. In order of such an approach is that in-service courses are more likely to be related to the strengths of the colleges than to the needs of the teachers and the schools.

The starting point of any programme of in-service courses must be an attempt to identify priorities in the schools. Some efforts have already been made to do this. The announcement of a programme which would enable unemployed teachers to retrain in shortage subjects is one example; the spontaneous growth of courses for teachers wishing to convert their certificate to BEd is a second.

This latter type of course illustrates one of the values of our decentralized educational structures, the ability to respond sensitively to individual needs. What is lacking here, in contrast to our continental neighbours is a clear statement of national priorities. Central government initiatives are all too often of a short-term emergency nature. International comparisons in the field of in-service training are enlightening.

In almost all European countries, the change from an old comprehensive model of secondary education has created the same strains. In a review of research conducted by the OECD and the Council of Europe, *European Perspectives in Teacher Education*, Mario Regazzoni has written:

"The reform of school systems which was launched with the intention of modifying the old structure while leaving its methods and contents of the curriculum unchanged, has proved to be a practical impossibility. For this reason the proposals of the various international bodies have progressively moved towards the new models of recurrent training set in the context of a process of continuous education."

In-service training should be directed to helping teachers to adjust to the changes in curricula which the comprehensive reorgan-

ization has made inevitable. The model here is Sweden, where such a system has been operating since 1962.

The position of the modern language teacher in the comprehensive school is perhaps the best illustration of this need. Changes in the curriculum and examination syllabuses had been occurring in the grammar schools already; they have been overtaken and made almost irrelevant by reorganization.

In a subject where the methodology, the syllabuses, the materials, even the motivation of teachers and pupils were geared to an elitist school organization, most teachers have been willing, but have lacked the training and the materials, to teach right across the ability range.

The result is well documented: a high failure rate, frustration and bitterness of both teachers and pupils, a frightening drop in the numbers choosing modern language options. All this at a time when the relevance and national importance of competence in European languages is greater than ever before.

The mushroom growth of European studies courses has been one response to this situation—"Escape from the situation" would be a better description, since in most cases the development of European studies courses is a measure of the failure to come to terms with the teaching of French to the less able.

It enables the French teacher to return to the familiar situation: teaching the more able pupils. The European studies course is an embarrassment, a "dustbin" for the rejects from the French course, badly taught, and to be avoided if at all possible. There are few materials and most of the CSE service courses to date do not stand up to very close scrutiny.

It is the crisis in modern language teaching—of which European studies in school is a by-product—which has to be understood by anyone wishing to produce in this important field. For it is important to realize that retreat to elitism will fail; indeed it is precisely in the traditional language plus literature courses of the grammar schools and universities that the roots of the present crisis lie.

It is not just that such courses are failing to attract students, though this is true. It is much more importantly that the products of such an education are singularly badly equipped to face the demands of a changing curriculum and changing school structures. It is now widely recognized that the disastrous blockage represented by the traditional A level syllabus must be cleared and this involves producing a syllabus wide enough to attract pupils specializing in science and social sciences as well as the traditional arts student.

This implies radically different higher education courses, which would associate language work with study of the political, economic and social life of the countries whose languages are being studied. Such courses are now available and are increasingly popular with students but, the great majority of teachers followed traditional courses and will therefore rely on

in-service courses to help them to readjust.

Faced with the pervasive triviality of much that now passes for European studies in schools—poised biographies of "great Frenchmen", "famous buildings", or even rambling reminiscences of the last holiday in Brittany—the reaction of many has been to conclude that European studies is too important to leave to the modern language teacher.

This is understandable, yet it is equally important to assert that European studies is more than just another course in European history or geography. Whatever it is, the modern language teacher must be at the centre of it and it must involve some contact with European languages for pupils of every ability.

If my analysis is accurate, the shape that future in-service courses in the field of modern languages and European studies should take becomes clear. They should be based on clearly expressed teacher demand for help in adjusting the modern language syllabus to the reorganization of secondary education; they should concentrate on giving the teacher the knowledge and insights into other relevant disciplines which will enable him, among other things, to coordinate multidisciplinary courses.

The focus should be contemporary Western Europe. This is not merely the fact that Eastern Europe is not worthy of study nor that issues such as the Cold War should not be faced. But European studies courses should not attempt too much; they are essentially a framework within which the study of modern languages achieves greater relevance.

The study of relations between East and West Europe properly belongs in the history syllabus just as the study of the patterns of industrial location—vital though this is to an understanding of contemporary Europe—belongs in the geography syllabus.

To be able to offer such a course a college would need a multi-disciplinary team organized round a strong modern languages department. The content of the course should not be artificially separated from the methodology—in other words learning and teaching should be seen as a single process.

The updating of the teachers' own knowledge should therefore be accompanied by discussion of its relation to new curriculum models and the production of suitable teaching materials. If college-based courses are not to become remote from the realities of the classroom they will need to be based on close collaboration with schools.

Above all such courses need to be seen as a response to teachers' needs. If recent experience in Hertfordshire—where a short course was provided jointly by the Hertfordshire College of Higher Education and the Hatfield Polytechnic in response to requests from modern languages teachers in the county—is in any way typical, many teachers already have a fairly precise idea of the type of course that could help them.

John Townshend is senior lecturer at Hertfordshire College of Higher Education.

Two-way Encounter

John Prescott-Thomas on BBC Schools Television future plans for language and European studies.

Faced with rapid change (some would say crisis) in the language world, what can Schools Television best do to support the work of teachers? Peter Goggin at the York Language Centre tells a story which sums it up. A Yorkshire schoolboy was asked why he so disliked French lessons. "French? It's so boring, sir. Nowt but doors and windows and summit in 't garden."

Television is an ideal aid for that pupil and his teacher. It can demonstrate perhaps better than any other medium how a language works in its real context. It is not just a

classroom subject; it's a tool which ordinary people can use to cope with genuine situations. This television can do, vividly and engagingly. But it cannot do it often. Gathering authentic material abroad is expensive and any language series even in French—attracts only a relatively small audience. So, with money and air-time restricted, what chance is there for the so-called "minority" languages?

The answer now is: a good one—provided the need is for a resource, rather than a sustained course and the material can be used to reach a wider audience than that of



On the border between East and West Germany. One of the episodes in *Treffpunkt*.

linguists alone. This is the thinking behind our new *Encounter* format.

continued on page 38



We must be careful not to assess pupils' needs too narrowly.

continued from page 34
examinations. There was growing anxiety about the failure of the examining boards to ensure parity in their award of nominally similar grades at O and A levels, and the powerlessness of the Schools Council to bring them into line. Whereas in a subject like mathematics it was possible to read a specification of the syllabus in fair detail and for the examiners to devise tests to monitor mastery of the prescribed syllabus, this process was turned on its head in modern language testing.

Examiners thought up test papers, usually with some consultation with teachers' representatives, and implications drawn from these test papers remained the nearest thing to a syllabus that the language teachers possessed. There was no sense in the "validity" of these tests could be measured, since nobody had prescribed what the test was supposed to be testing.

The first attempt to move away from this anomalous position was made by the Nuffield/Schools Council Project at York in the late 1960s to 1973. While language teams were producing and testing in schools the materials for En Avant/Vorwärts/Adelante/Vporyod, the project negotiated with the examining boards new model examinations which 75 per cent of the material, by an and structure tested was contained in the published courses. For the first time the examiners were assessing to what extent a particular syllabus, chosen by the teacher had been mastered rather than indirectly indicating (by the nature of the test) what teachers ought to teach.

This initiative was taken further in the last year of the project thanks to the persistence of Sylvia Honnor, Ann Harding, Penny Sewell and others. They went on trying to improve techniques of syllabus definition because teachers clearly wanted this. Their success is indicated by the lack of fuss with which the solution of syllabus definition has been accepted by the working parties running the feasibility studies for the new (CCE/CSE) 16-plus examination.

The Associated Examinations Board has (typically) shown a forward-looking interest in examining on a teacher-defined syllabus and its example (not for the first time) is being followed by other bodies. Facing difficulties of content definition (and they should not be underestimated) has helped teachers to answer the question: what exactly are we trying to do in the modern language classroom?

The difficulties increase, naturally, as the learning becomes more complex. At sixth-form level the problems become daunting. Here the pioneering work had been done in Scotland. Beginning in 1971 at a conference of university departments of French, chaired by Professor J. J. Steele, a working party produced a grammar syllabus for the SCE examinations. At further education level the approach adopted by the Institute of Linguists suggests another possible way forward.

(5) *Unit-Credit Systems and Languages for Special Purposes*
A different approach to the syllabus definition which is arousing growing interest is the concept of a syllabus divided into a number of units of grades, each representing a defined area of knowledge and know-ledge to be mastered, offering themselves for testing when they were needed rather as the aspiring pianist moves through the eight grades of a piano to music teachers. This idea was suggested some 10 years ago by David Rowlands, at that time Director of the Nuffield Schools Council (Micklethorp) and since then interestingly developed by experienced language teachers.

Practical trials are now being planned in Oxfordshire and York, beginning with an experimental 12-plus French certificate to be

awarded in York schools. The syllabus is being worked out by a teachers' working party chaired by Michael Buckley, of the Language Teaching Centre, York, and the plan is for the Language Teaching Centre to test the pupils and award the certificate for a trial period of two years, after which it is hoped that responsibility will be accepted by the local education authority. We now need further pilot studies of this approach to stage by stage content definition.

The Council of Europe "Unit-Credit" Project, or "Systems Development in Adult Language Learning" (1) already referred to, is based on a similar concept except that it is designed for adults who wish to use the languages for special purposes. Where the model proposed by Ann Harding, Sylvia Honnor, Roy Porter and others, like a staircase of about eight steps, covering work at school and beyond, the Council of Europe team is working on a model having a "threshold level" from which eventually specialized units will radiate like the spokes of a wheel.

In this project the definition of content is based on a highly sophisticated hierarchy of language activities / functions / topics / notions / forms / degree of skill, etc. The content has so far been worked out for the threshold level in English, French, German and Spanish.

The 13-plus certificate produced by Michael Buckley and his colleagues may well fit into the Council of Europe scheme as a way stage towards the "threshold". To sum up, it seems likely that teachers traditionally preoccupied by the question "How?" and more recently asking "Why?" will in future be asking more "What?" questions—questions about the content of their syllabus. Provided that this encourages them to ask what their pupils need—rather than accepting someone else's hunch expressed in a test paper—it should make for better teaching.

I think it is important to conclude this all too brief summary of interesting developments with a warning. We must be careful not to assess pupils' needs too narrowly, in order to simplify syllabus making. Foreign language study is not merely for use after leaving school. Its value in education is not to be assessed simply by tests of performance in "survival situations"—it is for growing up more fully, richly, autonomously, excitingly now.

There are important questions to ask about the effect of this discipline on pupils' attitudes and on cognition generally. What syllabus content does that imply?

- (1) Professor J. A. Van Eck introducing his *Threshold Level of Systems Development in Adult Language Learning*. Published: Council for Cultural Cooperation, Council of Europe, 1976.
- (2) *Key Studies in English, A general introduction with rules and grammar*, Kegan Paul, French, Trubner & Co, London, 1930.
- (3) S. B. Wyburne, a modern language teacher in Belfast College of Education, published his *Vertical Education* (P. W. Heacell, 1960), in which after a devastatingly witty criticism of "grammar-translation French" he advocated translation from normal English into Basic as a classroom activity to replace modern language learning.

- (4) *L'Elaboration du Français Fondamental*, G. Gougenheim et al., Didier, Paris, 1956. Nouvelle édition augmentée, 1964.
- (5) The problems of content definition at the level are discussed in Chapter 9: "The A* level Examination Syllabus, the problem of definition" (P. W. Heacell) in *Modern Languages*, Ed. C. V. Russell, Pergamon, 1970.
- (6) cf. Brian Page, *Alternative Systems for Modern Languages*, LVI, March 1974; also Ann Harding and Brian Page, "An Alternative Model for Modern Language Examinations" AVLA Journal 12.3, 1975.

Also proposed by Roy Porter, Chief Education Officer, Sussex and Chairman of Centre for Information in Language Teaching and Research, at the CILT/Sussex Colloquium, reported in *The Times Educational Supplement* October 1, 1975.

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A redundant resource?

R. F. Winter on the effectiveness of the language laboratory in mixed ability teaching

Although language laboratories now feature prominently in secondary schools, there is little evidence of their effectiveness. The most informative research to date in Britain was conducted between 1967-1970 at a grammar school in York through the agency of the Language Teaching Centre at York University.

The research team found that the language laboratory proved to have no significant advantage over the use of a single tape recorder in the classroom, when used for one period a week on a regular (timetable) basis, with 11 to 13-year-old pupils learning German.

The decision to repeat the York study at the Hedley Walter School in Brentwood, Essex, grew from a feeling that different results might be obtained if various limits of the York study—the high average ability of the pupils, the single sex of the research classes, and the inflexibility of timetabling the use of the lab—were changed.

The Hedley Walter School is a mixed comprehensive, well known for its mixed ability methods. It was therefore comparatively easy to establish, first in September, 1975, and then in September, 1976, a pair of matched mixed ability classes.

Both classes in each year are taught by the same teacher, using the same basic materials, the Nuffield Vorwärts Course. Only one class in each pair uses the language laboratory, the other class in each pair has been timetabled in the lab for every one of the five weekly first-year and four weekly second-year lessons. Thus the lab is available whenever the teacher feels it could be made good use of, and not when the timetable dictates.

The same basic pattern of work for each unit of the course is followed by both classes. Initial presentation using a tape recorder and filmstrip is followed by written and oral work. In its original form the Vorwärts course provides little scope initially for either written or lab work.

A series of worksheets has been designed to give a basis of written work for each unit. Collected together in the form of booklets, these are used by both classes. Where appropriate, selected exercises are recorded in the form of lab drills.

The Vorwärts course includes a number of recorded four phase drills with the course material. These are used, but only with the laboratory group. Previous experience of using the drills, however, suggested that only the most able children could attempt these drills cold, that is without specific preparation or visual or written cues. Appropriate worksheets are therefore prepared.

Having practised the drill with or without the aid of the cues the pupil can then complete the worksheet as a written exercise. The worksheets are made available to the non-laboratory class as written work. In addition to the drills provided by the course, a number of supplementary drills plus an aural comprehension exercise, with complementary written work sheets, are also devised.

No target figures has been set

for how frequently the laboratory classes should make use of the laboratory. It was hoped that a more rational use of the laboratory would emerge if the teacher used his discretion in deciding when to use the laboratory, for how long, and with what material. In order to maintain a check on how much the laboratory is used, a record is kept of the time spent on all activities. Each lesson is divided into five-minute units and during the course of a lesson, or as soon as possible at the end of a lesson, a note is made of what type of activity each five-minute unit has been used for.

Predictably the time the laboratory classes spend in the laboratory is taken up by more written and oral work in the non-laboratory classes. In the first two terms of the study, the laboratory class was in the laboratory for some 22 per cent of teaching time. The laboratory was used on 58 occasions during the 136 available lessons.

Except when the laboratory was being used by groups, sessions lasted to be fairly short with 10 minutes as the most frequent length of session. The predominant exercise was conventional four phase drills with the laboratory used audio-actively.

As in any project of this kind, it was essential to establish clear criteria by which the classes might be compared at the outset. The course and at regular intervals during the first two years of German.

Since resources were limited and it was felt desirable to disrupt the normal school routine as little as possible, it was decided to base any comparison of the classes primarily on normally available information. This information in-

cludes the pupils' scores on the NFER Verbal Test taken by the pupils in their final term of primary school and used by the comprehensive in conjunction with reading age scores and the primary schools' assessment of social adjustment to make up the first-year classes.

To this information are added the pupils' scores on a Language Aptitude Test produced by the University of York, and the pupils' scores on the NFER Verbal Progress Test, D, normally taken by pupils towards the end of their first term in the school. Fig. 1.

In order to compare the attainment of each class in German over the period of the study it was decided to make use of the tests produced by the Schools Council modern language project specifically for the Vorwärts Course, as tests of achievement. These tests are available for Stages 1A, 1B and 2A of Vorwärts corresponding to terms two, four and six of the German course at the school.

The tests consist of an oral and listening comprehension test at stage 1A, and of oral, listening comprehension, reading comprehension and writing tests at stage 1B and 2A. A reading comprehension and writing test was added for stage 1A. The oral tests, which take the form of individual interviews, are conducted by an external examiner.

The scores of the pupils in the first pair of classes are now available for stages 1A and 1B and indicate that neither group performed significantly better than the other in any of the achievement tests. Fig. 2.

Although work on the study is still far from complete, the results to date again bring into question the value of the language laboratory as a teaching aid in schools. In a time of increasing economic stringency education authorities might well be tempted to think twice before installing costly teaching aids.

For language teachers too, the time might well be ripe to reappraise their own method of using expensive equipment to ensure that the school and its pupils get real value for money.

R. F. Winter teaches modern languages at Hedley Walter School, Brentwood, Essex.

The comparability of the classes, as measured by standard tests, at the outset of the study. Fig. 1.

	Year One		Year Two	
	Lab Class	Non-lab Class	Lab Class	Non-lab Class
NFER Verbal Test "D"				
Mean	98.11	95.58	93.36	90.81
Standard Deviation	13.88	13.17	12.45	13.01
Reading Age				
Mean	12.15	12.25	12.15	11.88
Standard Deviation	1.20	1.58	1.75	1.58
Language Aptitude				
Mean	25.03	27.27	21.64	21.50
Standard Deviation	10.55	13.17	7.13	10.77
NFER Verbal Progress Test "D"				
Mean	99.00	101.48	97.60	97.55
Standard Deviation	9.91	13.42	8.90	9.54

The comparability of the classes, as measured by standard tests, at the outset of the study. Fig. 2.

	Stage 1A (Term 2)		Stage 1B (Term 4)	
	Lab Class n=26	Non-lab Class n=26	Lab Class n=23	Non-lab Class n=25
Oral Test				
Mean	35.92	37.26	18.22	20.00
Standard Deviation	8.25	8.75	0.56 1.12NS	1.34 1.15NS
Listening Comprehension				
Mean	42.07	42.85	34.30	34.60
Standard Deviation	7.57	9.00	0.33 1.4NS	0.14 1.28NS
Reading Comprehension				
Mean			20.78	21.64
Standard Deviation			5.19	5.76
Writing Test				
Mean			52.27	51.84
Standard Deviation			13.74	13.69

t test—Critical 5 per cent value of t with 80 degrees of freedom is 2.00. Fig. 2.

German Democratic Republic. Encounter (in English) gives more weight to these background elements. Treffpunkt (entirely in German) replaces some of them with scenes contrasting more conventional exchanges and adds interviews with the teenagers and other participants; there is a scripted commentary in simple German and the material is divided into self-contained modules.

Encounter will be particularly useful to linguists as a "motivator" making the German of Treffpunkt more accessible, or in follow-up, to set the language in its wider context. But it is also a strong resource in its own right and will bring to life any European studies or other course which includes a study of modern Germany, linguistically based or not.

Our German teenagers have led us to film sequences on railways and waterways, the police and the Post Office, work in farm and factory, shopping, school, church, the trouble with the DDR and spare-time activities like the Scouts, a pop group and the freiwillige Feuerwehr.

If these programmes are widely used and well received, we intend to extend the series to cover other lands and languages—even minority ones. An Encounter: Italy is already planned; a new look at France, then Spain and perhaps even Russia may follow. We do not yet know where our next Encounters will be. But they will certainly be further afield than the black garden—and with something livelier than doors and windows.

John Prescott Thomas is senior producer BBC Schools Television for modern languages and European studies.

We are not alone in finding that after two years or so of language work motivation for and interest in the subject do tend to wane. D. McKenzie describes how the Blakelaw School, Newcastle are tackling the situation

Introducing a third-year option

If innovation be apparent anywhere in education, then the disciplines of modern language studies must, after the work of the last decade or so, be to the forefront.

With comprehensive education came the certain feeling that languages were not for the less able, or the certain conviction which the experience of years served to modify. Indeed, many schools seemed to be far from being grammatically based language work to the full ability and range. We are now, one suspects, in a period of consolidation.

Having reappraised both aims and objectives, having moulded our very methodology to suit the new climate, we are now in a far stronger position to see the way forward with greater clarity than ever before. It has been demonstrated beyond doubt that all children, regardless of academic ability and potential, can derive considerable benefit from contact with language courses. The depth of comprehension and degree of retention is, and always has been, a matter for the individual child in any given teaching group in any school.

Blakelaw School is an urban comprehensive on the outskirts of Newcastle upon Tyne. The children are taught German as the principal foreign language in mixed ability groups for the first three years. As a result of broadening in the upper school, the first band follows a modern languages course as part of its core, and the second band can opt for language courses. Some 60 per cent of these children choose to do a language based course to examination level.

Since the first three years of school are organized on a common curriculum basis, there is no provision for options in Year Three, so any option for a second foreign language has to be left until Year Four, when a two-year examination course is undertaken by what is a

fairly small group. Placed in this difficult position, French has suffered to a considerable degree as a study in its own right. Thus, it was felt, something had to be done to restore the balance.

Although it would be difficult to assess or document, it seems that if there is a stage at which children reach a ceiling or plateau in language learning, it must be in Year Three. This is the year when many schools introduce option systems. It usually results in the less able opting out of French so that those who would otherwise mark time in their third year are removed from the system.

Our one concrete support for this theory was the York modern language aptitude test, administered from Years One to Four. The indication was—and it can be no more than an indication given such a small sample—that children in Year Four scored only marginally better than those in Year Two. However, it was no justification in itself for embarking on the scheme we adopted, and there were more tangible motives behind our planning.

We are not alone in finding that after two years or so of language work motivation for and interest in the subject do tend to wane. If these are not arrested then a third, fourth and fifth year of the subject can be almost unbearable for the children. In other words, if children continue past their second year—and this decision may well be a matter not entirely for the head of department but a matter of school policy—then some considerable reawakening of interest is called for.

The children may well be, to coin a phrase, in need of a boost. Unless this happens at the right stage they may end up after five years of compulsory learning with negligible achievement. This is difficult to justify in terms of effort and energy on the part of pupil and teacher.

We launched a language course for the last half term of the children's second year.

In devising and planning this course there were certain key factors to be considered. To whom was the course directed? Would we select a pilot group and compare their performance with the children in the normal situation? Was the first language to be excluded or some balance maintained? What was the content of the course to be? What would be the balance between language and background studies? From where and through what would the material come? To what extent would pupils be kept informed of progress? How would we approach the teaching? Would class based lessons be preferable, or was this an opportunity to introduce team teaching? How would the children react to new stimulus at the end of a tiring and very busy second year?

In fact, it was felt the entire second year population should be allowed to benefit from the course, and that 25 per cent of teaching time; one lesson in four—should be devoted to maintaining the first language. The content of the course proved no obstacle. The very nature of the material was an encouragement to group classes together as far as the master timetable would allow to prevent duplication. Having informed parents of what we wanted to achieve, we prepared for the launch.

There has to be some central direction of such a course and Mrs Barbara Heptinstall, whose role belied her official status as part-time French teacher, coordinated, wrote, fetched, carried and even provided lesson notes for her grateful colleagues. Her own teaching load had been lessened only marginally by the demise of the fifth year at that stage, and she did the bulk of the work in her spare time. Without this such a course could not have been undertaken.

The course content was broken down into six areas: geography; home; position; food; shopping; home; school and family; sport;

and leisure and holidays. Geography and position was treated in a deliberately superficial manner for those who might go to Europe or French studies in their fourth year. Much room was left for future development.

The themes themselves were time-honoured hardy annuals, yet none the less valid for that. Small amounts of vocabulary and oral stimulation were introduced on a thematic basis, and enhanced the "flavour" of the course. Even this limited amount of vocabulary gave the children a sense of achievement.

The source of the material could have been a problem because there is no handbook or textbook available for such a course. However, once we applied ourselves it was amazing how much material we could get from existing textbooks, the teachers' centre for filmstrips, slides, music and films, outside agencies such as travel firms and embassies, and other teachers with particular interests and skills in mountaineering, cookery, skiing and folk-singing.

The course was given a strong visual emphasis, so much use was made of the aids outlined above, the photocopier and the surprisingly versatile spirit duplicator which provides colour.

The six-week course was punctuated, particularly towards the end, with a number of special features. A special showing was arranged, courtesy of the teachers' union, of the first reel of *Touta la Bande*, which gave the children their first real taste of living French and provided a welcome stimulus. As a fine example of interdisciplinary teamwork Mrs Heptinstall combined her own skill with the resources of the domestic science department to provide a demonstration of French salad, which was sampled by most of the 220 children. The frogs legs were duly acquired, but somehow never found their audience; perhaps next time.

As we have stated, there was to be no compulsion to do the course in

continued on page 42

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France had to be made as real as possible. Francescoppo Di Cicco, Eclair Unit 1.

Eclair: in at the Dieppe end

Sue Prior describes the new ILEA multi-media course for teaching French to 11-12 year-old mixed ability groups

"Mais, madame, qu'est-ce que c'est, exactement, la méthode Eclair?"
"Eh bien", I began, and immediately lapsed into a defeated silence at the prospect of trying to explain to a charming, elderly Dieppois just why his unsuspecting town had been chosen as the first centre for the new ILEA multi-media course for teaching French to 11-12 year old beginners, designed to meet the needs of mixed ability groups which may include the very slowest learners.

I settled for showing him what the course looks like, opening up the little brown box which contains the various elements which make up a unit, and was relieved to see the look of amused confusion on his face change to one of appreciation as he found his much loved town coming to life through slides, tape, illustrations and television.

I had no doubt at all that he liked what he saw, that the recreation of a part of France for an English classroom made sense to him, but I suspect he did not understand just why so much time, effort and money had gone into the creation of such a course.

In the early 1970s there was a widespread feeling among teachers in the Inner London Education Authority that new materials were needed to teach French to children of differing abilities. More and more modern language departments were teaching lower school children in mixed ability classes.

Some departments made drastic reappraisals and spent hours devising their own schemes of work and materials based on existing courses. Others continued to use the courses available with little adaptation—and usually much frustration.

When the appointed team of teachers began to plan a new secondary course in April, 1974, they were given a free hand in devising the approach and materials. Their thinking soon crystallized round four criteria: France had to be made as real as possible, study of country and language going together from the



Eclair Unit 8: C'est trop petit!

start; French had to be shown to be useful and understandable; work had to be planned so that children could regularly enjoy success in all four skills but especially in aural comprehension; and the course had to be fun and also funny.

There was one vital criterion to consider: "What is it that will make London children switch on to French?" The pattern which emerged of six thematic, virtually self-contained units plus two consolidation units for Year 1 soon became fixed, and the use of television, slides, tape and illustration to reinforce the limited, clearly defined core of language, fell into place.

Dieppe was thought to be a typical and photogenic town on which to base the course. Hard discussions about costs of paper, print, colour, tapes and filming for a month in Franco got under way and James Lockyear, senior editor at the Learning Materials Service and a Good Friend to the project, saved everyone a lot of breath by thinking up the idea of the team visiting one which would stand in both English and French.

Informal discussions with teachers were already taking place; by September draft materials were ready, teachers had agreed to try them out and very favourable reactions came from them and the children. Further meetings with heads of department took place in the autumn and spring terms.

Not all reactions were favourable here; many people were worried by the thought of an unstructured approach, many felt the course would be difficult to organize and administer, many felt that it would not be possible to view television regularly, some disapproved of a workbook which looked so flimsy/could so easily be lost/made it possible for so much colouring to be done; a few thought there would be too much material in Unit 1 for a three week period, most thought there would not be nearly enough and certainly not enough to stretch the bright children.

At the end of spring term we asked a teacher to try out the materials with a class, so that we could videotape Eclair in use. This tape was invaluable in promoting discussion at in-service meetings and, in reassuring colleagues who had reservations about taking on something so different.

In summer 1975, drafts for the first three units of Eclair, began to arrive and we were in business. From the very beginning, a network of contacts has been established between those responsible for creating and administering the course and the teachers using it.

Rapid feedback can always be had on any points that need testing and teachers' opinions have affected the planning of materials.

Regular meetings are held each term in schools and teachers' centres and this term the first three-day residential course was held. The enthusiasm with which teachers and pupils have responded to Eclair in the schools has been very encouraging and has enabled us to go on to create a second

Modular approach

By Michael Buckley

In the past few months, there has been a growing awareness among foreign language teachers of the potential benefits of language teaching modules.

The report of the Sussex conference "Modern languages for the 1980s" published by CLT, picks out four advantages. Modular courses, the report points out, offer greater flexibility in combining subjects and easier transfer from one course to another; they increase opportunities to delay final assessment to a specialist course and provide a safety net by which those who do not stay the course receive credit for what they have done.

The Scottish teachers considered that a non-linear approach could be of particular value in helping learners of average and below average ability to succeed with the learning of a foreign language (Modern language courses for non-certificand pupils, Scottish Education Department).

Not everyone is convinced by these arguments, of course, and even for those teachers who would be willing to try out a modular approach there are obvious and real problems in moving away from familiar methods. The first of all the inevitable financial barrier. Schools have never found it easy to give up materials in which they have invested heavily for other published material; they now find it almost impossible.

So, even if there were a good range of excellent language learning materials available, it would be difficult for teachers to buy them. An alternative to buying is for teachers to make their own materials, but this solution is more appealing than it first appears. It has the necessary combination of time, energy and experience to produce any substantial quantity. A third, and important, obstacle is a lack of confidence, which prevents some teachers from trying out a new approach even when they feel familiar ones are clearly not working.

One of the great advantages of modules, however, is that they do not present the teacher with an all or nothing decision. As H. H. Stern pointed out in the TES (October 8, 1976), a few teachers have the necessary combination of time, energy and experience to produce any substantial quantity. A third, and important, obstacle is a lack of confidence, which prevents some teachers from trying out a new approach even when they feel familiar ones are clearly not working.

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So, even if there were a good range of excellent language learning materials available, it would be difficult for teachers to buy them. An alternative to buying is for teachers to make their own materials, but this solution is more appealing than it first appears. It has the necessary combination of time, energy and experience to produce any substantial quantity. A third, and important, obstacle is a lack of confidence, which prevents some teachers from trying out a new approach even when they feel familiar ones are clearly not working.

prepared question, as many professional interviewers do in spite of an unexpected reply which clearly calls for a follow-up question, one of the pupils combined elements from two other questions to ask a question we had never practised. "Avez-vous la télévision en France?" During the hour that the visitor spent with the class, this sort of thing happened many times and the 11-year-olds derived enormous satisfaction from being able to sustain in this way real communication with a French speaker.

Going to a café
Many of our modules have been based on survival situations and this one, designed to prepare the pupils to go to a café in France, is simply one example. The first thing we did was to work on the following list with English equivalents:

- Garçon!
- Mademoiselle!
- Je voudrais
- un coca cola
- un jus d'orange
- un café
- Avez-vous
- des sandwiches? (au jambon, au fromage)?
- des croissants?
- du lait?
- Est-ce que je peux avoir
- une glace?
- du sucre?
- un autre café?
- Où est le téléphone?
- Où sont les toilettes?
- L'addition, s'il vous plaît.
- Le service est compris?
- un verre de—
- une bouteille de—
- une tasse de—
- du de la confiture
- du pain

First the pupils listened, and looked at the text, as the teacher read the French phrases. Then they listened and repeated. This was followed by several activities designed to give the pupils practice in saying the phrases on the list. For example, the teacher would mouth one of them, without making a sound, and the pupils watched closely and one read the phrase which he thought the teacher had mouthed.

Then the teacher would ask pupils to choose from the list the way to say in French such things as "I would like an orange juice". They first asked only for phrases that could be lifted straight from the text, but gradually calling for phrases which required some manipulation, such as "Can I have a glass of milk, please?"

There then followed a number of activities designed to free the pupils from the phrase sheet. One involved the teacher holding a picture of something the pupils might ask for in a café and the pupils tried to guess what it was to get the picture, producing an exchange on these lines:

Pupil: Avez-vous une bouteille de coca cola?
Teacher: Oui, mademoiselle.
Pupil: Est-ce que je peux avoir une bouteille de coca cola, s'il vous plaît?
Teacher: Voilà, mademoiselle.
Pupil: Merci, monsieur.

This led on to a team game. Each team appointed a waiter or waitress. On a table at the front of the class there was a pile of pic-

tures of items they might ask for in a café, one pile of 20 pictures for each team. Each player in turn in a team asked for something, for example:

Où, monsieur?
Je voudrais du beurre, s'il vous plaît.
The "waiter" then went to his pile, to see if it contained what the customer had asked for. If it did, he gave it to the customer and took someone else's order. The first waiter to serve all of the 20 items was the winner.

The pupils were then given a "liste de consommations", which extended the range of things they could ask for and gave some practice in talking about prices.

They said, for example, what they could buy for 3 francs, how much they would have to pay for a coffee and a sandwich, or they would spend 10 francs. After they listened to 10 short dialogues made up only of the words and phrases they were now quite familiar with and answered questions in English and French based on some of them.

The pupils then worked in pairs to produce their own café dialogues and, as each pair completed its dialogue, made a recording of it. All the recordings were then played back and listened to by the whole class.

Talking about oneself . . .

When the pupils were in their third term and were preparing for their visit to France they were asked what they most wanted to talk about when they met French children. And what they wanted to talk about most of all was themselves. On the basis of an English discussion, we produced a module which equipped them to tell a French person the things they wanted to say about themselves.

This led up to the pupils writing self-descriptions, which they recorded and which, with a photograph of each child, formed a fascinating record of each one at the end of their first year. They all returned from their visit to France with a pen-friend and the work done on these self-descriptions provided the basis for their first letters.

We would not claim that this approach to foreign language teaching is original or different from what many teachers have done for years. Nor would we claim that it solves all the problems of learning a foreign language. In the three years we have been teaching with modules we have, however, been extremely pleased with the learning and attitudes they have stimulated.

Research and experience both seem to indicate that, from the point of view of school learners, there are three factors which are essential to a successful foreign language course. These are that the learners understand, and accept as worthwhile, the learning objectives that they achieve these objectives successfully and without a long delay, that the process of achieving worthwhile goals should be a pleasant and enjoyable one.

We know of no approach which meets these criteria more effectively than that of pupils using the modular approach.

Michael Buckley is on the staff of The Language Teaching Centre, University of York.

Je m'appelle Lorraine Eddie. J'ai douze ans. J'habite York. J'aime dessiner des fleurs. Je suis grande. J'ai les cheveux longs et bruns. J'aime les pommes. J'aime l'école. Je n'aime pas les chats. Je n'aime pas les souris. J'aime les enfants. Mon anniversaire est le premier Avril. J'ai les yeux bruns. Je mesure un mètre cinquante-cinq centimètres. Je pèse cinquante-huit kilos cinquante. Mes chanteurs préférés s'appellent LES McKeown et David Essex. Ma chanteuse préférée s'appelle Diana Ross. Mon groupe préféré, c'est BAY CITY ROLLERS. Mes matières préférées sont le sport, le français, les dessin. J'aime beaucoup regarder shang-a-lang, kajak, Top of the Top. J'ai deux frères et je n'ai pas de sœurs. J'appelle Glen et Andrew. Glen a neuf ans.

Maman est petite et mon père aime écouter des disques. Maman aime jouer au football. Mon père est écossais. Maman est anglaise. Andrew aime l'armée.

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Christopher Leech outlines a commercial syllabus and examination for non-specialist sixth-formers

The principle is practicality

It has for long been the policy in many schools to encourage the continuation of modern language studies for non-specialists in the sixth form. The greatest problem with this has been motivation. All too often, while sixth-formers will work for an exam, they will not make a serious effort in a non-examinable subsidiary subject.

The most successful policy has usually been to introduce a new language (German, Spanish, Italian, Russian) with a three, four or six term run to O level. This practice is still, most would agree, a beneficial one.

Nevertheless, since Britain joined the European Economic Community, it has not been the hoped for foreign language learning (indeed, there has been a decline) it has become apparent that there is a much greater need for people engaged in industry and commerce who have a practical knowledge of a Community language, particularly French and German.

The emphasis here is on practical knowledge—that is, the type of French or German, say, that sixth formers are likely to encounter later in business life, in commercial and socio-economic vocabulary, language which is journalistic, not literary, in style. I encounter more and more and parents who are engaged in business who support this view and sixth-formers themselves are conscious of this.

A number of studies on the usefulness of foreign languages have also emphasized this need—Schools Council Working Paper 28, Foreign Languages in Industry/Commerce (Emmans, Hawkins & Westoby, University of York), Survey of the non-specialist use of foreign languages in industry and commerce (London Chamber of Commerce and Industry).

More recently the Headmasters' Conference Working Party on modern languages, has recommended that "examining bodies should produce an examination for post-O level non-specialists, relevant to both arts and science sides of the sixth form, to prepare pupils for the type of language work and vocabulary they will meet in industry and commerce."

It was with such feelings that I attempted to find, two years ago, a suitable examination in French for post-O level non-specialist sixth-formers. I found nothing amongst the GCSE boards. Some of the Associated Examining Board and Southern Joint, for example, produce A level options which go some way towards this—but an additional level is manifestly not the answer for what is essentially a subsidiary subject.

More recently the London Board has produced an AO level something along these lines, though, to my mind, it is still too close to O level in general approach. I finally discovered that the Royal Society of Arts had introduced a Certificate in French for the Office, which I chose as the solution to my problem. But this exam is designed for secretaries, not sixth-formers.

Encouraged by colleagues from other schools, I decided to formulate a syllabus and an exam plan, and to submit this to the Oxford and Cambridge Joint Board as an AO level, since I know them to be sympathetic to individual approaches from schools. Happily the Board has shown considerable enthusiasm for the scheme and approved the syllabus as a "sturdied" AO level (it is stated on the Certificate that the standard is

recognized as being beyond O level). The final composition of the syllabus and of the exam paper itself have yet to be ratified, but I venture here to outline the type of tests which are likely to be used and to explain the reasoning behind them. The underlying principle is practicality—for example, a dictionary may be used in all parts of the exam since that is how one would work in an office.

The various linguistic skills are tested in the context of the different situations in which they are more likely to be required. Consider oral ability. The need to express oneself in the foreign language would occur when holding telephone conversations, making travel arrangements, asking for information, giving information to foreign visitors and clients, and so on. Therefore this skill will be tested by simulating these situations as far as possible, with the emphasis placed on the ability to make oneself clearly understood, less on purity of accent and grammatical accuracy.

Let us take another example, written French. Despite the fact that at O level a fair amount of written French is often demanded, the use of this skill in a commercial situation, basically limited to business correspondence. Now, while a number of businesses have linguistic secretaries, they are in the minority, and many firms would value employees able to cope with foreign correspondence. Translation comes in here too. Letters must be translated accurately (misunderstanding could be embarrassing and costly); then, an exercise in courtesy and goodwill, if not a necessary, the reply should be written in the foreign language. Both these tests, therefore, form part of the exam.

One should also have some background knowledge of the foreign country in order to see commercial contacts in a wider perspective. This implies a basic knowledge of geography, the major industries, transport systems, political institutions. And as members of the EEC, some understanding of the way the community works is desirable.

But it must be emphasized that detailed knowledge is not called for. After all, this is designed to be a one-year course, with a timetable allocation of three periods a week. Space does not permit me to go into further detail. I will only add that there is an English précis of a passage from an English newspaper or magazine on a topic relevant to the course, and an aural test based, perhaps, on items from a news bulletin. The combined oral and aural parts of the exam are likely to account for 40 per cent of the total.

What do we hope to achieve by all this? Two things. First, on a national level, I would hope that we could produce an increasing number of English men and women who would be able to impress our foreign rivals and partners of our determination to become competitive Europeans—and the ability to communicate in a foreign language would go a long way towards this.

Second, as language teachers, well aware of the current decline in our subject, we would show the boys and girls in our schools that the knowledge of a foreign language is a practical and useful thing whatever their specialisms.

Finally, while I have inevitably been discussing French for business studies, there is obviously a strong case, stronger even, for other languages, particularly German. And why stop at AO level? Why not A level? Again, I can see this course fitting into N level, with modifications, perhaps. The answer lies in our hands as teachers of foreign languages. Should the scheme I have outlined become successful and popular, its extension to other languages and also to A level is almost bound to follow.



At work in the language laboratory of a comprehensive school.

Taking the test

Our pace is swift, our approach single-minded, our course direct, write Sheila M. Newman and Betty Tew

As discerning and long experienced French teachers in further education establishments, we have noted an unmistakable rise in recent years in the general linguistic potential of our young O level "French" candidates. By September the students who come to us have usually overcome their initial disappointment at failure in the subject at school and are ready to tackle a more formal and compact course in college surroundings. We do not offer them easy gains. Our intensive, remedial year means hard work throughout all three terms if success is to be theirs. Seventeen year olds who are all serious about their studies fully understand this, and apart from a few early drop-outs, the rest are keen to exchange their unclassified status or failure grading for an O level pass.

Once we have established contact with our groups and have marked some of their work we are able to assess their standard of achievement. In most cases the level of their French is poor. Knowledge of grammar is rudimentary, vocabulary limited, composition and oral skills underdeveloped and pronunciation bad—often despite language laboratory practice at school. Clearly, such candidates were undeserving of success.

Yet, most of them prove to be hardworking. Certainly we can say that, on average, nearly half our students are of sufficient linguistic calibre to muster a pass at O level after only three terms of formal and intensive "re-visit" work with potential aid and accomplishment in their schools.

Some may have failed because of illness or other reasons beyond their teachers' control. But others have attended regularly and do not come from particularly difficult backgrounds. The reasons for their failure are complex.

Many of our students have lost ground at school because of the excessive number of different French teachers they have experienced during their five-year span. In addition, these teachers have often employed an extremely broad spectrum of styles and materials. The old uniformity of approach has nowadays given way to a confusing diversity in respect of both materials and aids, and courses may entertain junior forms, but from the middle-school onwards they often prove impracticable. Yet, no generally agreed teaching techniques replace them. Much depends, not on the personal tastes of the individual instructor, who can easily lose sight of the part he is intended to play in the continuous process of his pupils' linguistic development. Enthusiasm and experiment may mean that the whole is sacrificed to the part.

Help or handicap?

Nicholas Beattie on homework

Q: Why is so much homework so useless? A: Because the pupils don't do it. Q: Why is it so simply that they might do it as well not have done it. Q: What is to blame? A: Sometimes the teacher, but not always. In many families, homework is still a half-understood novelty, and some families simply cannot offer private study. However, there are quite a lot of factors for which teachers are directly responsible. Many pupils fail to do homework, or fail to do it properly, simply because they do not understand what they are supposed to do. This is often the result of instructions being given hastily in the last minute or two of the lesson.

Again, a great deal of homework—perhaps particularly in foreign languages—is dull and mechanical. In any case, mixed-ability grouping makes it difficult to apply some crude yardstick of attainment such as "All who get less than 10 out of 20".

An oral style of teaching does not always lend itself to regular homework, and the rhythms of twice-weekly homework do not always correspond with the rhythms of teaching and learning a foreign language. This is particularly true of an audio-visual approach, where a class may be committed to oral work for several days at a time.

In between factors which the teacher controls and those which he does not come matters which lie within the purview of the school at large. It is difficult for the individual teacher or department to insist on certain standards of presentation or punctuality if the general ethos of the school says otherwise. At the other extreme, poor homework may simply be the result of a network. We tend to forget that other subjects also expect their pupils of flesh, that in mixed ability groups work which is appropriate for the majority may be demanding for a minority; and that young people need time for leisure just as much as adults. As public examinations approach, the pressure can be excessive. Enthusiasm for homework can be counter-productive.

Yet, in essence homework is surely an opportunity, not a problem. It helps the teacher and the learner in two main ways. First, it extends the time available in class. Second, it enables the learner to do things which cannot be done in class.

The first point is obvious, and leads to the corollary that homework should normally emerge from work done in class and should lead to rapid feedback which will be provided in class. However, this natural sequence can lead to an extreme form of the tail wagging the dog.

The written homeworks in a week, prepared and corrected in class, can completely swallow up a week's classroom activity. This may be a useful way of organizing a week from time to time, but pursued to excess it soon becomes rigid and uninteresting.

All the same, written work is obviously the staple of homework activity. The problems and opportunities it presents do not differ from those experienced by other subject teachers, though pupils writing in a foreign language need more elaborate programming than if they are writing in English—either careful preparation in class, or exercises of a more or less stereotyped kind, or both.

The problems of planning which this involves are those of all teachers, as are those of providing timely and effective feedback, opportunities for corrections, etc. The periods in which these difficulties are not always a teacher's fault; if work is handed back ten days after it was done. However, the problems which are more specific to language teaching are those of "learning by heart". Most teachers of most other subjects score their activity as being un-educational, and it is true, even though "learning by heart" is a closely connected to the nature of language learning, and the importance of near-automatic oral command of structures and lexis. For work in the company of 20-30 other learners is insufficient. What is presented in class has, therefore, to

be reinforced out of class. What is, however, often unclear is what children are supposed to do with the vocabulary of Unit 10? "Learn the future tense". Even a conscientious child may consider that he has done the work by reading through the page or pages where the learning work is set out. The traditional way of inducing a more serious approach is to follow up learning by a test in class, with punishments reserved for those who fall below a certain level of attainment—e.g. "half-marks".

There are some obvious objections to these methods. Vocabulary tests encourage learners to see language as a mere left-to-right assemblage of individual words, deviating perversely from an English norm, and unrelated to context. More generally, rapid learning goes with rapid forgetting. In any case, mixed-ability grouping makes it difficult to apply some crude yardstick of attainment such as "All who get less than 10 out of 20".

The answer is not, in my opinion, to scrap vocabulary learning or paradigm-learning or tests. It is rather to try to work out through one's general planning and teaching, as well as in the setting of "learning homework", a few positive principles.

—Explain, carefully, explicitly and repeatedly to pupils how they should learn. For example: "Cover over the left-hand page and test yourself on what you know. Put a pencil-mark against the ones you still don't know..." Or "First read what it says about adjective agreements on page 25, then check over the irregular ones on page 26, then test yourself by doing exercise 2 in your notebook."

(ii)—Ensure that learning occurs in context. With structures, it does no harm to remind pupils that what they are being asked to learn is what has already been presented in context. With vocabulary, it is often difficult for pupils to revise it in context, even when it was initially presented in meaningful situations. There may be a long interval between presentation and revision. Care should therefore be taken to write down words in vocabulary books as far as possible in the company of other words in the same "semantic field" and as far as possible with meaningful examples. The repeated phrase "as far as possible" reminds us that this is difficult to do.

(iii)—Restrict learning to manageable amounts. If pupils keep a vocabulary list, make sure that there is a section where they write only what you, the teacher, tell them to write. Do not hesitate to say "Write down X because it's useful—not Y because we shall come across it again, or because you can guess it." part of this training is language-learners is to make that sort of distinction for themselves, however crudely. This sort of close control enables you to set a feasible task like learning 20 useful words, as opposed to an impossible task such as "Revise the vocabulary covered this half-term."

(iv)—Encourage learners to take responsibility for their own learning. Reading in the foreign language is an activity which could with profit be set more frequently for homework. Pupils who are capable of doing so should be encouraged to make their own lists of words and phrases encountered; these will, of course, necessarily occur in context. Mixed-ability groups, reading enables the more gifted to find practice and interest additional to the "care" course-work.

(v)—Test briefly but frequently. Testing is important because it gives information to both teacher and taught about how learning is progressing. Five-word vocabulary tests, a three-line dictation, three questions to be answered—frequent tests of this sort seem to me to be much more likely to promote a lively, learning atmosphere than infrequent, longer tests which consume valuable teaching time, and encourage complacency among those who swerved up successfully the night before, and despair among those who did not.

Nicholas Beattie is a lecturer at the Institute of Education, Liverpool University.

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is swift; our approach single-minded; by contrast, for students who begin a "re-visit" course with us the ultimate goal is already on the horizon and a single teacher accepts responsibility for their progress throughout.

Our college classes meet twice or three times weekly for about an hour or an hour and a half a session. Intensive use is made of this time allocation, and from the outset our aims are clearly defined. During the year an attempt is made to achieve a balance in the practice of all the linguistic skills required for the O level exam. There is no attempt, on our part, to avoid English explanations of grammatical difficulties and other problems, and the first term is usually spent on a rapid but thorough revision of the main structures required.

Everything is explained as fully as possible and, where necessary, repeatedly, even at the most elementary level. Once students have understood thoroughly the basic structures of the language, confused or partially-known elements fall logically into place. All our students have clearly failed to discover linguistic patterns for themselves, but once attention is focused upon them progress becomes more rapid. Confidence grows with greater understanding; motivation rises with an ever-increasing sense of satisfaction and achievement.

Our teaching is methodical and routine; linguistic progress is carefully controlled; involvement with our students is maximal. Our pace is swift; our approach single-minded; by contrast, for students who begin a "re-visit" course with us the ultimate goal is already on the horizon and a single teacher accepts responsibility for their progress throughout.

The present route to O level French appears to us to be unnecessarily tortuous and negotiable for many young candidates. We believe that pupils must be "switched on" to more compact, clearly-defined and tightly-controlled courses, which could well be shorter than the traditional four or five years. Classes should be more homogeneous and a suitable vitesse selected for each.

Unnecessary reversing over points already covered and other hazardous manoeuvres should be avoided. A steady cruising speed should be maintained throughout the course, which should consist of officially-accepted and tightly-controlled courses, which could well be shorter than the traditional four or five years. Classes should be more homogeneous and a suitable vitesse selected for each.

Only in this way can safer and more successful forward progress be ensured for all school pupils and a substantial reduction effected in the pile-ups and linguistic casualties at present occurring so needlessly in the summer O level French examination.

Sheila M. Newman is head of modern languages, Bede Sixth Form College, Billingham, and Betty Tew is lecturer in French, College of Technology, Birkenhead.

Most language teaching a waste of time—HMIs

by Bob Doe

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C. T. Gill Leech is head of the modern languages department, St. Edmund's School, Canterbury.

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A place for poetry

By Maxine Baldwin

Faced one day with the grim prospect of an extra French lesson with a group of young people barred from German because of their lack of linguistic talent, I longed for something positive and new.

What would break away from the question and answer drills and picture compositions? What would cast a different and more favourable light upon the French language? How could these people be given a sense of achievement?

During a second reading, the appeal which this particular poem might hold for my pupils gradually unfolded. Friendship was an emotion they knew, and whose importance they recognized. The epitomisation of the opening lines

"Sur terre toute chose
A sa part de soleil;
Et la harpe de Dieu qui suivait
Toute épine et sa rose;
Toute nuit, son réveil."

would break away from the usually rather depressing note of lessons with this group.

The simple beauty of the verse
"Pour le pré Dieu fit Fleurus;
Pour le champ, in moisson;
Pour l'air, l'aigle superbe;
Pour le nid, le buisson.

could not fail to be felt. Finally, the conviction and the satisfying balance of the lines

"Dan, ce monde, ni tout peche,
Verris un centre meilleur.
La fleur est pour la branche
Et l'air pour le cerisier"

The first flush of enthusiasm over, I hesitated. No one used poetry in lessons nowadays. Was it really educational? Was it not too difficult?

A third reading resolved all these questions. This poem, although very beautiful, was nevertheless very simple. The sentence structure was straightforward, and the vocabulary was either already known or easily demonstrable. The reading of this poem would be an enjoyable and easy way of practicing pronunciation and intonation, the rhythm and the rhyme being a considerable help.

Poetry did appear to be out of fashion among language teachers, but there seemed to be no viable reason for this, and I still felt sure of its appeal.

I considered how to present this to the class. Poetry should be read aloud, but if I were to do this it would not attract the pupils' full attention, my voice being all too familiar. Some sort of surprise was needed, so I wrote the poem on the blackboard and waited for the group to arrive.

There was a considerable degree of curiosity as the class entered. Catching the moment when all were seated and quiet, I read the poem aloud and then asked the pupils to join in. There was some reluctance at first, but gradually everyone was speaking. A real and surprising effort was being made to pronounce the phrases properly. We all read the poem together a second and then a third time, until the natural flow of the lines had emerged.

There then followed a period of explanation. Sketches on the blackboard, acting and the use of French synonyms already known to the class made clear the meaning of unfamiliar words. Volunteers were asked to read the poem alone, and the class was then asked whether or not they enjoyed it, and why.

Finally, there being no set homework on this particular evening, pupils were asked to learn the poem by heart if they wished. Throughout the lesson their reactions were a constant source of delight and encouragement. At first they had been intrigued, then some of them had visibly enjoyed the rhythm and sound of the lines. When the meaning had been made clear, however, almost all the members of the class experienced a kind of warmth, a "togetherness". It was this which seemed to give some usually timid pupils the courage to recite the poem alone. The majority welcomed the opportunity to say why they enjoyed it, and frequently mentioned the attractive theme and beauty of its expression.

The lesson appeared to have been a success. There was fresh hope and enthusiasm. The next lesson was even more satisfying. Almost the whole class had learnt the poem by heart and most playing it perfectly were the pupils whose work was normally poor.

Their obvious delight on reaching the last words with the knowledge that they had done so, their work had approached perfection, was sufficient evidence of a reawakening of their interest—an interest on which one could build. Poetry did still have a place in modern language teaching.

Maxine Baldwin teaches French at Haberdashers' Aske's School for Girls, Ely, Cambs.



On a holiday language course young people of different nationalities get to know each other. The Swiss National Tourist Office have issued a brochure of such courses available this year.

Getting to know you

Personal contact is the ultimate justification for exchanges, writes Sally Festing

As Britain's world position has diminished, her role as a group member has become increasingly important. Yet a combination of arrogance and lethargy have made us slow to realize that on every level we must be able to integrate internationality. We must understand our neighbours and a basic tenet of understanding is to be conversant with them. Far too often still, Germans, Italians or Frenchmen take the initiative.

Realizing the full benefits of exchange visits, some schools recommend them not only as an effective method of language learning but a unique opportunity for becoming acquainted with the people and life of another country. Of course children do benefit linguistically and visits may have considerable motivating influence but in living with a foreign family boys and girls learn far more than language competence, they get to know its people in the best possible way. Personal contact is the ultimate justification for exchanges.

In 1947, when opportunities for foreign travel were extremely limited, Miss Dubras and Madame Morvant-Lacour decided there was scope for some kind of visit-organizing enterprise between Britain and France. Launching with pupils from St Paul's and quickly spreading, Amitie Internationale des Jeunes numbers snowballed, then levelled out so that they now work regularly with 625 schools offering between them about 1,200 new exchanges each year.

From the start AIJ has preferred to work carefully, restrict operations to two countries and keep their arrangements as personal as possible. They have never needed to advertise. Word has spread, already exchange parents send their own children and teachers who subsequently took French degrees encourage pupils to follow their footsteps.

Without doubt English is the first language in the world, an essential moreover, for career-minded French boys. French, by comparison, is a cultural and diplomatic tongue, more important since we joined the EEC. Perhaps this difference is reflected to some extent in parents' attitudes. The French are primarily concerned with language whereas English tend to send their children as an educational polish.

"Always we have too many girls, too many girls," said Miss Dubras who notes with reluctance on the part of English families to prefer sons unless they are encouraged to go from school. School influence is vital. The reason is also, she thinks, related to upbringing. English boys, used to informality, are inclined to resent seeing a more conventional line.

What is surprising is that despite the French emphasis on close-knit family life, they seem to want exchanges at a younger age. This too poses matching problems, particularly as AIJ reckon an English girl will be approximately six months the more mature than her French counterpart. A hypothesis borne out by experience.

Applications come from every kind of school and all types of child, introverts, extroverts, intellectual, sports enthusiasts, certain minded and happy-go-lucky. And since the nitty-gritty of their work is in the actual pairing, pains are taken to investigate credentials thoroughly, matching age, sex, background and where possible, interests, maturity and ability with those of an opposite number to give an exchange every reasonable chance of success.

Where special considerations outweigh everything else they may automatically see a match. This happened in the case of a budding French concert pianist who wanted daily practice. "We rang up dozens of people to find this piano and finally ended up with a psychiatrist in Worcester. It went off like a bomb," Miss Dubras said.

Once paired, two families are allotted the same number, their notes are pinned together and the process quickly knits up. With careful, regular, paper flow, back and forth with instructions and advice. Parents are reminded when to write and what information to give, boys are told what sort of behaviour is expected of them and so forth.

Both complete forms, signing on dotted lines. In fact the arrangement is closely monitored. AIJ supervise the numerical pairing off in London and Paris and keep in contact at all stages. A child files in a report on his host family's reception; they in turn make one of his behaviour whilst in their charge. Reports are filed for future reference or handed over to the appropriate authorities.

There will always be the odd misfit, the difficult or the homesick child, but AIJ feel by dealing with each application individually misunderstandings can be reduced to a minimum while they have certainly been responsible for lasting cross-channel friendships.

Miss Dubras said: "We try terribly hard, so we are very excited when it succeeds. It remains a personal thing. I mean it never could be computed because you develop a nose for a good combination. Even when things match on paper it sometimes feel, oh no, that just wouldn't work, and start again."

Enterprising self-starters

By Lucille James

I was born mistress to a group aged 12 and over some of whom learnt French and others German, while a few took both languages.

When their interest had been aroused enough, four pupils approached me at the end of their first German lesson after the half-term holidays—to ask whether their geography and social studies for the rest of the term could take the form of a project on a German-speaking country. As I knew them and was aware of their abilities and needs, I saw no objection to the plan.

When the idea was put to them, the other members of the class declared themselves in favour of language studies linked with a project. West Germany—in that country were chosen without hesitation by the children who learnt German, while the others decided just as readily to do a project on France, Belgium or Switzerland. In some cases the choice fell on a country which the pupil hoped to visit and in others the country chosen was one already visited.

The main section of each project, on which some pupils worked in pairs, was devoted to geography and the way of life of the region's inhabitants. The next dealt with history which led naturally to famous people of the country concerned and therefore inspired pieces of writing on subjects which suited according to individual interests and abilities.

For example, among those children dealing with West Germany, at least two wrote of Bonn's place as the birthplace of Beethoven and for its cathedral and university, while another found Frankfurt-on-the-Main noted as the birthplace of Goethe.

My wrote best on Wagner, the King and the Bayreuth festival, while Pamela's most finished piece

nineteenth century." Thanks to their keenness on drama, some pupils wrote on Molière, Voltaire, Victor Hugo, Dumas and Dumas fils as well as Anouilh and Romaine.

Susan gave a particularly interesting account of the Huguenots, beginning with the Massacre of St Bartholomew, passing on to the Edict of Nantes, signed by Henri IV, granting the French Protestants toleration" and ending with Louis XIV's revocation of the edict and the resulting flight from France of 400,000 Huguenots, among them the weavers who settled in Switzerland in the late seventeenth century." Needless to say, themes arising from work on Belgium included Waterloo and Napoleon's final defeat.

To judge from her remarks, Melanie was the first to appreciate that the projects had led to greater keenness on learning foreign languages" and had made them realize they could work more sensibly. They had borrowed books from the school and local libraries and—in the local reference library—each pupil had discovered what was to be, for some months at least, her favourite pastime.

Engaged in projects on France, Melanie and June wrote their best pieces on the Louvre and ballet dancing. "The baller," June wrote, "originated from a spectacle consisting of dancing, speeches and singing introduced into France by Catherine de Medici." The first notable ballet was produced by Monsieur de Beaujoyeux in 1581 . . . and the forerunner of the modern ballet academius and companies was L'Académie Nationale de Musique et de la Danse that Louis XIV founded in 1661; hence the expressions used in ballet are French."

Her piece ended: "It was Monsieur Maillot, also a Frenchman, who invented tight shoes early in the

vowel sound is naively to ignore the differences between Surbiton and Skelmersdale.

Teachers may wish to place this attractively produced volume on their shelf of readers, but perhaps they would be fulfilling no other than the intentions of their pupils but also the intentions of the author better by recommending it to those doing but unrealistic parents who wish to buy their children a Langenscheidt in the first year.

Michael J. Smith

Useful adjunct

I Can Read German. By Penrose Joyce. Price £2.75. 0846540269.

It is, perhaps, of some significance that when the present reviewer first opened his review copy of this book he decided that he would present it to his twelve-year-old daughter, who is her first year of learning German, rather than to his own son, for his school modern languages department. Significant, because this is apparently how the compiler and publisher see it, too: they have included a "page for parents" but there are no similar hints for the teacher.

The book consists of 50 double-page spreads (nearly half in full colour, the remainder in two tones) of lively, and for the most part amusing, drawings of real and imaginary life. The text (German below) illustrates the pictures, rather than the reverse; objects are labelled and events described, providing two clear levels at which the book may be used. Some of the English translations are a little odd; *das ein Sonntagmorgen* = a sun is a headscarf, *ich möchte* . . . although the picture makes it clear *werden* = I'm going to be.

The material is not structured and the compilation suggests that, after becoming acquainted with the book's characters in the initial practice section, the book is intended to be an adjunct to other sources of learning German; this would, of course, be the most effective way of ensuring correct pronunciation. The book may be used to introduce children to German, and for them (and their parents) there is an introductory section on German pronunciation.

As always when such attempts are made by using only the written word traps abound, particularly because where comparisons and contrasts are made between German and English words no allowance is made for other than standard English; to talk of the "a" in "come" or to cite the English word "come" as exemplifying a certain

own language spoken by others in a really acceptable manner." (But was it not Bismarck who warned against trusting an Englishman who spoke French without an accent?) Mr MacCarthy knows that one way to a Frenchman's heart is to have devoted time and study to his chief god, his language.

A further point of interest, Mr MacCarthy refers frequently to regional variants. It is difficult to be sure that French accents in England, Burrell, according to Léon Daudet, had a marked Lorraine accent; the present Cardinal Archbishop of Paris is clearly from the Midi. What is interesting about this book is that its author does not warn you against a regional accent; he only points out that they exist and are to be understood. It is an odd thought that the one thing English teachers have succeeded in doing is centralizing the pronunciation of their speech.

Once a certain simple basic dose of jargon is learnt—and the rising generation should find no difficulty here—this is an easy book to read. There is detail but not too much. And it is practical. When practising some of the intonation specimens, I decided that perhaps I had not been as careful in my speech as I should have been.

On this question of jargon, I have one complaint. This could be a very valuable book for the kind of teacher who has little formal linguistic formation. Could there be therefore in later editions (and this book deserves them) an English translation of such expressions as "Voiceless blade-alveolar fricative"?

One of the most praiseworthy features of the book is the quick appreciation of the difficulties of the mere English. Regularly, the author emphasizes just those sounds, just those consonants, just those intonations which all teachers of French have to correct and expect of all those of teaching. I have never seen the points made better or more usefully.

A cassette recording, the text of which is printed in an appendix, is available to illustrate the pronunciation and gives numerous examples of each of the vowels and consonants and of intonation practice. Finally this is a book to refer to, as my generation referred to Paul Passy. I can think of no higher recommendation.

Kenneth MacGowan

possible perfection

The Pronunciation of French. By Peter MacCarthy OUP £2.50

It has been more than once observed, as Macaulay might have said, that fashions in education tend to be cyclical. The names change, usually becoming harder for the ordinary man to understand, but the ideas remain strangely constant. When I was an undergraduate, the idea of speaking a foreign language in such a way that one might finish by being taken for a native was less than a novelty. It was a hardy entertainment at all. My tutor spoke four languages impeccably in English, and when Oliver Prior arranged that we should spend a fortnight (a fortnight, no more, no less) at the Institut Brillant in Paris, he could see no need for it. How you pronounced a foreign language was of little importance since the unfortunate native to whom you were speaking would naturally wish to make the required effort to understand you. Does this not sound strangely modern? Of course, we can't expect our children to speak well, but they will communicate.

It is therefore refreshing to turn to a book which is perfectionist. I do not believe that Peter MacCarthy thinks any more than I do that perfect will be achieved but he at least makes an approach to perfection possible.

Cambridge Introduction to the History of Mankind

General Editor: TREVOR CAIRNS

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Croythorn House
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O & B

Home start

By Gillian Thomas

Having just started French at school, my nine-year-old son was delighted when an aunt gave him *All in French* for his birthday.

A big book of French words and phrases, it includes 1,500 attractive illustrations, all in colour. It was written originally for French children as a simple dictionary and has a section for each letter of the alphabet as well as 30 others covering topics such as birds, fish, fruit, toys, trains and vegetables.

My son enjoys looking through it immensely, mainly of course because of the pictures. In addition, as the introduction advises, I myself am reading out the phrases to him. Certainly my idea of French without tears.

Read, Play and Discover France—which is in English—is an excellent companion book. It covers everything from classic French fairy tales to recipes, geography, songs (complete with music) and games. The presentation is equally varied and entertaining.

Spurred on to back up his impetus to learn French which these books have created, I have just bought him *French Chatter*. This is one of a series of four identical language games (the others are German, Italian and Spanish) in which the players have to build up words by word in simple phrases or sentences. Each word has to be said aloud; hence the title.

At the end, the players have to work out the meaning from an amusing card picture. Not surprising that "Au revoir, madame" is rather easier than "Quel est le prix d'une cymbale pur nuit."

By any standards, the game is fun, in addition to being a painless way of picking up some basic French, both pronunciation and meaning.

All in French Hamlyn ISBN 0 601 08508 £1.75
Read Play and Discover France Hamlyn ISBN 0 600 35496 £2.25
French Chatter Intellect (UK) Ltd. £2.95.

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Write now for information to the Secretary, The Modern Language Association, Department M2, 35 Leisham Way, London SE14 6PP; or phone 01-691 2088.

EDUCATION COMMITTEE

Required by 1st September, 1977. 1. OLD ROAD C.P. MIXED SCHOOL (GROUP 5) 2. LLWYNHENY C.P. MIXED SCHOOL (GROUP 4)

Applications are invited from experienced teachers for the posts of Deputy Head Teachers at the above schools. Application forms for posts 1 and 2 are available on receipt of a stamped addressed envelope from the Area Education Officer, 2/4 Colshill Terrace, Llanelli, and should be returned by Friday, April 29th, 1977.

Required by 1st September, 1977. LANDEILO COUNTY SECONDARY SCHOOL (320 PUPILS)

1. HEAD OF PHYSICS DEPARTMENT. A good honours graduate to teach and organise the teaching of the subject up to and including advanced and scholarship levels. Scale 3 or 4—generally according to experience and qualifications. A well-qualified graduate and enthusiastic and energetic leader to teach to 'A' level in well-equipped and established department with computer terminal.

2. TEACHER OF NEEDLEWORK, with ability to teach the subject up to and including advanced level. Modern Science subject up to and including a recognised domestic science subject. Scale 1 post.

Applications for either post should be made by letter, giving full details of qualifications, experience, together with the names and addresses of two referees, to the Headmaster of the school by 29th April, 1977.

HAVERFORDWEST BOYS' GRAMMAR SCHOOL (450 V.C.)

A graduate is required in September, 1977, to be responsible for the teaching of Chemistry throughout the school to O.A.S. levels. Scale 2 or 3 according to qualifications and experience. Applications by letter with the names and addresses of two referees and two testimonials to the Headmaster of the school by the 25th April, 1977.

KIDWELLY C.P. SCHOOL. (Readvertised) A suitably qualified teacher to be responsible for the development of Mathematics. An interest in science would be an advantage. A knowledge of Welsh is desirable. Scale 1 post. Previous applicants who wish to be considered for the post should notify the Area Education Officer by letter. Application forms for the above post are available, on receipt of a stamped addressed envelope, from the Area Education Officer, 1 Penlan Road, Carmarthen, and should be returned by 29th April, 1977.

Head of Department. READING. A graduate is required in September, 1977, to be responsible for the teaching of Chemistry throughout the school to O.A.S. levels. Scale 2 or 3 according to qualifications and experience. Applications by letter with the names and addresses of two referees and two testimonials to the Headmaster of the school by the 25th April, 1977.

Head of Department. READING. A graduate is required in September, 1977, to be responsible for the teaching of Chemistry throughout the school to O.A.S. levels. Scale 2 or 3 according to qualifications and experience. Applications by letter with the names and addresses of two referees and two testimonials to the Headmaster of the school by the 25th April, 1977.

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CITY OF BIRMINGHAM Education Department

COUNTY SECONDARY SCHOOLS SCALE 2 POSTS & ABOVE

Unless otherwise stated, for all posts in this section, initial applications (giving age, qualifications, experience and names of two referees) should be sent immediately, together with stamped addressed envelope to Head of School.

Barley Head Girls' School Stonehouse Lane B32 3AE HEAD OF MATHEMATICS required in September. Scale 3 or 4—generally according to experience and qualifications. A well-qualified graduate and enthusiastic and energetic leader to teach to 'A' level in well-equipped and established department with computer terminal.

Blerton School, Blerton Road B25 9PY Scale 2 + S.P.S. Required September: ART TEACHER to take overall responsibility for Art in the school. Two Art Rooms and Pottery Area available.

Handsworth Wood Boys' School, Church Lane B20 2HH Scale 4 + S.P.S. Allowance. HEAD OF GUIDANCE. Responsible for all aspects of guidance working closely with Year Tutors and parents. Counsellor qualification essential. Further information from Head.

Handsworth Wood Girls' School, Church Lane B20 2HL Scale 2. Teacher of COMMERCIAL SKILLS—needed for September, 1978. The school will begin provision to a staff of 11 to 12 comprehensive of about 1,050 pupils to a sixth year comprehensive intake.

Hodge Hill Girls' School, Bromford Road B36 8HS Scale 2 post available for suitably qualified candidate. Required September, Assistant to share teaching of BIOLOGY to 'O' and 'A' levels and to help to organise the teaching of Environmental Studies.

Holyhead School, Watville Road, B21 0DP (a) Scale 4 HEAD OF MATHEMATICS. Applicants should be familiar with modern teaching techniques and have some knowledge of G.S.E. Mode II requirements. (b) SENIOR TEACHER—TUTOR/COUNSELLOR. Required for work with children in school and with adults and young people in the community. He/she will work in close collaboration with the Community Centre Staff, as well as playing an important role in the pastoral care structure of the school. The post will involve flexible hours with evening and weekend work. A certificate or diploma in Counselling and/or evidence of suitable background is essential.

COUNTY SECONDARY SCHOOLS SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of the school as soon as possible, together with the names of two referees and a stamped addressed envelope.

Brandwood School, Sunderland Road B14 6JQ Scale 1 ENGLISH. Required in September to join a department of 5, graduate in ENGLISH. Experience with 6th form would be an advantage.

Bordesley Green Girls' School, Marchmont Road B9 5XX Qualified teacher of TYPING AND SHORTHAND required for September, 1977. An interest in developing other aspects of Commerce, such as Office Practice, would be useful.

Golden Hillook School, Golden Hillook Road B11 2QG Required as soon as possible — SCIENTIST, preferably Physicist, to join strong innovative team.

Great Barr School, Aldridge Road B44 8NU (1,900 on roll.) Required for September: teachers of: (a) RELIGIOUS EDUCATION. (b) FRENCH AND GERMAN. (c) ART.

Hall Green School, Slonerwood Avenue B28 0AZ Teacher for CRAFT, bias towards Woodwork. Craft subjects are studied to 'O' level and CSE.

Hartfield School, Acocke Green B27 7QG Mixed comprehensive, 1,200 pupils, established Sixth Form. Required September: well-qualified GEOGRAPHER. Work to 'O' and C.S.E. levels required. 'A' level groups available for suitable candidates.

Lordwood Boys' School, Hagley Road B17 8BJ (700 boys, 11-18 years—Comprehensive entry) Required in September, 1977: Assistant to teach BOYS' CRAFTS AND TECHNICAL DRAWING throughout the school. There are well-equipped specialist rooms in the Craft Block. Re-advertised.

Stockland Green School, Slade Road, Edington B23 7JH (11-18 mixed comprehensive school of 860 pupils, with established Sixth Form) Required September: Assistant for PHYSICS with CHEMISTRY, to 'O'/'CSE' standard; and junior combined science. Some maths an advantage. There is a scheme for assistance with removal expenses.

Application forms should be returned to the Head Teachers of the School concerned, care of The Teachers' Centre, Bailie Street, Rochdale OL16 1MW, not later than 29th April, 1977. All applications for forms should be accompanied by a foolscap stamped addressed envelope.



Metropolitan Borough of Rochdale EDUCATION DEPARTMENT

Applications are invited from suitably qualified and experienced Teachers for the following posts at Broadfield Upper School and Wardle High School. Both schools will open on 1st September, 1977, and will be housed in existing accommodation in the Rochdale town centre. It is expected that Wardle High School will move into its own purpose-built accommodation in approximately 1 year.

Broadfield Upper School (13-16) 1. HEAD OF MATHEMATICS/SCIENCE FACULTY Scale 4 To be responsible for the Initiation, organisation and development of courses in Maths, Science and related subjects.

2. HEAD OF COMMUNICATION STUDIES FACULTY Scale 4 To be responsible for the Initiation, organisation and development of courses in English, Modern Languages and related areas.

3. HEAD OF HUMANITIES FACULTY Scale 4 To be responsible for the Initiation, organisation and development of courses in History, Geography, Economics and Sociology.

4. HEAD OF CRAFT FACULTY Scale 4 To be responsible for the Initiation, organisation and development of courses in Woodwork, Metalwork, Technical Drawing, Fabrics and Home Economics.

5. HEAD OF EXPRESSIVE ART FACULTY Scale 4 To have overall responsibility for the Initiation, organisation and development of courses in P.E., Music, Dance, Drama and Art.

The persons appointed to these posts will be expected to take a leading part in the development of courses which link the individual disciplines within their own Faculty, and to serve on a curriculum study group to explore inter-faculty links.

6. SECOND IN MATHS/SCIENCE FACULTY Scale 3 To have particular oversight of the teaching of either Mathematics or Science.

7. SECOND IN CRAFT FACULTY Scale 3 To have particular oversight of the teaching of either boys' or girls' craft subjects.

8. SECOND IN EXPRESSIVE ART FACULTY Scale 3 To have oversight of either boys' or girls' P.E. and possibly Dance and Drama.

9. TEACHER OF MUSIC Scale 2 To be responsible for the development of Music within the Faculty of Expressive Art.

Wardle High School (11-16) 1. HEAD OF ENGLISH DEPARTMENT Scale 4

2. HEAD OF MATHEMATICS DEPARTMENT Scale 4

3. HEAD OF LANGUAGES DEPARTMENT Scale 4 It is intended that the persons appointed to the above posts will also become Heads of Year.

4. HEAD OF FIRST YEAR Scale 4

5. CO-ORDINATOR OF RECREATIONAL AND EXPRESSIVE ACTIVITIES Scale 4

6. HEAD OF ART AND LIGHT CRAFTS DEPARTMENT Scale 3

7. GENERAL SUBJECTS TEACHER with responsibility for Library, Scale 2

8. GENERAL SUBJECTS TEACHER with responsibility for Brass Band, Scale 2

Application form and further details are available from the Chief Education Officer, Education Department, Municipal Buildings, Manchester Old Road, Middleton, Manchester, M24 4EA.

SECONDARY MUSIC CONTINUED

KEVIN COUNTY COUNCIL EDUCATION DEPARTMENT CANNIBURY DIVISION

Scale 2 and above

Applications for first appointment to posts of Deputy Head of School, Head of School, and Head of Department, should be sent to the Chief Education Officer, Kevin County Council, 100, St. James' Street, Limerick, Co. Tipperary, Eire.

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Other Posts on Scale 2 and above

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CHANNEL ISLANDS, VICTORIA COLLEGE, JERSEY ASSISTANT MUSIC REQUIRED FOR SEPTEMBER TO TEACH MUSIC to 'O' level and possibly 'A' level and to help with Choral and Orchestral work Salary: Burnham Scale 1 Further details from the School Secretary, Telephone: Monday to Friday (0534-Jersey-42218 or 37591)

SECONDARY
SCHOOLS
continued

CRUYDON
(London Borough of)
SCHOOL LEASING COMMITTEE
AMHERST ELEMENTARY SCHOOL
(Croydon)
Headmaster: Mr. J. H. H. H. H.

CUMBRIA
EDUCATION COMMITTEE
SCHOOL LEASING COMMITTEE
SCHOOL LEASING COMMITTEE

DEVOIN
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Cheshire Application forms (send sea), unless otherwise stated, are obtainable from the Head of the school concerned...

HEADS & DEPUTY HEADS
SENIOR MASTER/HEAD-GRUP 1
Headmaster: Mr. J. H. H. H.

HEADS OF DEPARTMENT
HOME ECONOMICS
Appleton Hall County Grammar School

MODERN LANGUAGES
Northwich County Grammar School for Girls
Granville Road, Leftwich, Northwich

MUSIC
Malbank School, Welsh Row, Nantwich
Designated 7.6. Comprehensive 11-18-200 6th Form

SCALE 2 POSTS & ABOVE
ENGLISH
Sandbach County Secondary School

SCALE 1 POSTS
GERMAN
All Hallows Catholic High School, Brooklands Avenue, Macclesfield

SENIOR TEACHERS
HEAD OF VIII FORM
Neston Comprehensive School, Kaitby Park Road, Neston, Wirral, L64 9SL

SCALE 1 POSTS
1. GIRLS' P.E./GAMES
2. HISTORY
Proposed Brine Lees School, Co-educational, comprehensive, initially 11-16 years

ROTHERHAM
EDUCATION COMMITTEE
SCHOOL LEASING COMMITTEE
SCHOOL LEASING COMMITTEE

SIROPSHIRE
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NOTTINGHAMSHIRE
THE BRUNTS SCHOOL
18 Form Co-educational, comprehensive, initially 11-16 years

REDBRIDGE
EDUCATION COMMITTEE
SCHOOL LEASING COMMITTEE
SCHOOL LEASING COMMITTEE

WIRRAL
THE PENNY MEADOW SCHOOL
18 Form Co-educational, comprehensive, initially 11-16 years

WIRRAL
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Denbigh High School (2815) (11-18, 900 pupils) Head—G. M. Bliton, B.A.

Head of Welsh Department, Scale 3 or 4
Graduates in Welsh to assume responsibility for the teaching of the language throughout the school.

Head of Music Department, Scale 3
An experienced and enthusiastic teacher is required to organize the subject and maintain the strongly established musical tradition of the school.

Head of Modern Languages, Scale 3 or 4
Modern Languages Graduate to assume responsibility for the teaching of French throughout the school to C.S.E. 'O' and 'A' levels.

Head of French Department, Scale 3
The successful applicant must have an interest in developing a mixed-ability approach to courses in the first two years.

Head of Domestic Science, Scale 3
An interest in and a willingness to take part in a Design project would be an advantage.

Scale 1 Posts
WILTSHIRE
EDUCATION COMMITTEE
SCHOOL LEASING COMMITTEE
SCHOOL LEASING COMMITTEE

Technical Studies
DUNCASTER
EDUCATION COMMITTEE
SCHOOL LEASING COMMITTEE
SCHOOL LEASING COMMITTEE

Scale 1 Posts
BERKSHIRE
EDUCATION COMMITTEE
SCHOOL LEASING COMMITTEE
SCHOOL LEASING COMMITTEE

Scale 1 Posts
CROYDON
EDUCATION COMMITTEE
SCHOOL LEASING COMMITTEE
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Scale 1 Posts
CUMBRIA
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Scale 1 Posts
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KNOTLEY HOUSE SCHOOL
Tonbridge, Kent

TEACHER

Burnham Scale 14-£564 pa (former) Approved School Allowance
+£312 pa Cost of Living Supplement
+£160 pa Fringe London Weighting

Knotley House is a Community Home with education on the premises for 40 boys who are all socially and educationally disadvantaged. Applications are invited from teachers who have skills to offer in the fields of Remedial Education and Art. Willingness to participate in a multi-disciplinary teamwork approach essential. Possibility of extra duty payments. Accommodation available for single or married teachers. All teaching undertaken in very small groups. Part-time appointments considered. Applicants should be in sympathy with the Christian principles on which Barnardo's work is based. Applications to: Divisional Children's Officer, London Division, Tanners Lane, Barking, Essex. Tel: 01-551 0017. Enquiries to: The Principal, tel: Panshurst 303.



Schools Council Project
Health Education 13-18

Deputy Director and Additional Team Member

The Schools Council has funded a major project, in co-operation with the Transport and Road Research Laboratory and Scottish Health Education Unit. The project will begin in September, 1977, and last for three years. The aim of the project, which will be directed by Mr. Trevor Williams and based at Colchester Institute of Higher Education, is to identify ways in which health education can be organised within secondary education, to develop pupil materials and to prepare teachers' guides. The team of five will be working closely with a number of teacher development groups in various parts of the country. Teaching experience in the 13-18 sector of education, and sympathy with the aims of Health and Social Education, are essential. In addition, a background of Biological Science would be an advantage. Secondment of the appointees from their present posts, together with an honorarium, may be possible or, alternatively, a short-term contract on an appropriate further education salary scale could be arranged. Applications forms and further information may be obtained from Mr. Trevor Williams, Colchester Institute of Higher Education, 24 Harold Road, Clacton-on-Sea, Essex. The closing date for the receipt of applications is Friday, 28th April, 1977.

COUNTY OF AVON Social Services Department

HOUSEMASTER/HOUSEMISTRESS

Salary Scale: RCCO Senior Grade
£2607/£3282/£3957

Plus £312 per annum Supplement

At the Crescent Community Home School, Downend, Bristol, for 60 adolescent girls aged between 14 and 17 years of age. The School aims to prepare girls with particular difficulties to live in the outside community. Basic qualification in Residential Child Care desirable. Preference given to applicants with previous experience in this type of setting. Further details and application forms, returnable by April 27, from Director of Personnel (tel: Bristol 295595), Avon House, The Haymarket, Bristol BS99 7DE. Please quote reference number SS 8771.

UNIVERSITIES
Appointments continued

NOTTINGHAM THE UNIVERSITY
LECTURER IN PHYSICS

Appointments are invited from persons who have a B.Sc. in Physics with a minimum of 2:2 in the final year. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department.

THE OPEN UNIVERSITY
HISTORICAL ASSISTANT - REGIONAL - EDUCATIONAL SERVICES

Applications are invited for the post of Historical Assistant in the Regional Educational Services. The successful candidate will be required to assist in the development of educational services in the region. The successful candidate will be required to assist in the development of educational services in the region. The successful candidate will be required to assist in the development of educational services in the region.

DOUGLASS
MILITARY TRAINING OFFICER

Applications are invited for the post of Military Training Officer. The successful candidate will be required to provide military training for students. The successful candidate will be required to provide military training for students. The successful candidate will be required to provide military training for students.

SOUTH GLAMORGAN COLLEGE OF EDUCATION
LECTURER IN PHYSICS

Applications are invited for the post of Lecturer in Physics. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department.

UNIVERSITY OF BRISTOL
LECTURER IN PHYSICS

Applications are invited for the post of Lecturer in Physics. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department.

COLLEGES OF HIGHER EDUCATION
MILTON KEYNES COLLEGE OF EDUCATION

Applications are invited for the post of Lecturer in Physics. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department.

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MILTON KEYNES COLLEGE OF EDUCATION

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ADULT EDUCATION
CITY OF BIRMINGHAM

Applications are invited for the post of Lecturer in Physics. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department.

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CITY OF BIRMINGHAM

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SOMERSET
LECTURER IN PHYSICS

Applications are invited for the post of Lecturer in Physics. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department.

SOMERSET
LECTURER IN PHYSICS

Applications are invited for the post of Lecturer in Physics. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department.

LONDON
LECTURER IN PHYSICS

Applications are invited for the post of Lecturer in Physics. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department.

WEST SUSSEX INSTITUTE OF HIGHER EDUCATION
DEPUTY DIRECTORS/HEADS OF COLLEGE

Salary - Group 7 of Vice-Principal's range, Burnham F.E. Scales - £9,250

This new Institute has been formed from the Bishop Otter and Bognor Regis Colleges of Education and will be opening in September this year. We are seeking two Deputy Directors, one post to be combined with the leadership of Bishop Otter College, Chichester (candidates must be communicant members of the Church of England or of a Church in communion with it), and the other, with Headship of Bognor Regis College. Candidates may apply for one or both of these posts. Where application forms were previously submitted for post of Director, these can be reconsidered if candidates signify in writing. Further details and application forms available (stamped addressed envelope) from Acting Clerk to the Governors, 5 East Pallant, Chichester, West Sussex. Closing date: May 2, 1977.

SOUTH GLAMORGAN COLLEGE OF EDUCATION
LECTURER IN PHYSICS

Applications are invited for the post of Lecturer in Physics. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department.

TAMESIDE METROPOLITAN BOROUGH
SOCIAL SERVICES DEPARTMENT

Applications are invited for the post of Lecturer in Physics. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department.

TAMESIDE METROPOLITAN BOROUGH
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BIRMINGHAM CITY COUNCIL
ADULT EDUCATION

Applications are invited for the post of Lecturer in Physics. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department. The successful candidate will be required to teach in the Department of Physics and to supervise the work of students in the Department.

BIRMINGHAM CITY COUNCIL
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CITY OF BIRMINGHAM DISTRICT COUNCIL EDUCATION DEPARTMENT
1. SMALL HEATH SCHOOL AND COMMUNITY CENTRE

Community Education and Recreation Officer

Burnham Further Education Head of Department Grade II: £5,952 to £5,444, plus £312 per annum

The new Small Heath School and Community Centre represents a new initiative in educational, recreational and community provision in Birmingham. The Community Education and Recreation Officer will be responsible for the development of adult education, youth and community activities at the Small Heath Centre, working closely with the staff responsible for the school, swimming bath, sports hall and library to stimulate and support integrated school and community use of all facilities on the campus.

CITY OF BIRMINGHAM DISTRICT COUNCIL EDUCATION DEPARTMENT
2. COMMUNITY CENTRE, HOLYHEAD SCHOOL

Community Education and Recreation Officer

Burnham Further Education Senior Lecturer Scale: £5,031 to £5,955 (bar), plus £312 per annum

A youth and community centre is being provided as an integral part of the new Holyhead School premises. The Community Education and Recreation Officer will be responsible for the development of adult education, youth and community activities on the school campus, working closely with the staff of the school to stimulate and support integrated school and community use of all facilities.

CITY OF BIRMINGHAM DISTRICT COUNCIL EDUCATION DEPARTMENT
3. PRIMROSE HILL CENTRE

Full-Time Head of Centre

Burnham Further Education Lecturer Grade II: £3,770 to £3,493, plus £312 per annum

The starting point on the scale will vary according to suitable experience.

The Primrose Hill Centre is an integral part of extensive new buildings at Primrose Hill School imaginatively designed for joint school and community use. The Head of Centre will be responsible to the Principal of the Bourneville Institute for adult education, youth and community activities on the campus and for assistance as required with the development of adult education, youth and community services in the neighbourhood.

CITY OF BIRMINGHAM DISTRICT COUNCIL EDUCATION DEPARTMENT
4. MIRFIELD CENTRE

Full-Time Head of Centre

Burnham Further Education Lecturer Grade II: £3,770 to £3,493, plus £312 per annum

The starting point on the scale will vary according to suitable experience.

To be responsible to the Principal of the Saltley Institute for the development and supervision of the adult education, youth and community programme at the school-based Mirfield Centre and also to assist as required with the development and coordination of a programme of adult education, youth and community activities in the neighbourhood of the Centre. Application forms and further details may be obtained from: -

CITY OF BIRMINGHAM DISTRICT COUNCIL EDUCATION DEPARTMENT
5. SENIOR ENGLISH TEACHER (Bahrain)

Manama Boys' Secondary School (Commercial Section)

Candidates, men only, must have a degree or a teachers' certificate and experience in TEFL and the use of language laboratories. Salary: £3318-£4875 pa tax free. Benefits: Free accommodation; overseas and children's allowances, 2 year contract renewable. 77 AS 38

CITY OF BIRMINGHAM DISTRICT COUNCIL EDUCATION DEPARTMENT
6. SENIOR ENGLISH TEACHER (Bahrain)

Muharrag and Al Hoorah Girls' Secondary Schools (Commercial Sections)

Candidates, women only, must have a degree and a teacher's certificate together with substantial experience in teaching English to Commercial students. Salary: £3318-£4875 pa tax free. Benefits: Free accommodation; overseas and children's allowances, 2 year contract renewable. 77 AS 38

CITY OF BIRMINGHAM DISTRICT COUNCIL EDUCATION DEPARTMENT
7. PHYSICAL EDUCATION TEACHER (Yemen)

To select and train a national football team and to develop a general plan for sport throughout the country. Applicants, single or unaccompanied men, preferably between 30 and 35. Teacher training qualification and FA Coaching Certificate essential. Experience in College of Education or as Head of Physical Education in Secondary School. A current and active interest in football essential. Salary: £4589-£5680 pa. Benefits: Free furnished accommodation; overseas allowance, 1 year contract. 77 AO 23

CITY OF BIRMINGHAM DISTRICT COUNCIL EDUCATION DEPARTMENT
8. TEACHER OF ENGLISH (Yemen)

National Institute of Public Administration, Sana'a. Candidates should have a TEFL qualification and several years' overseas teaching experience. Salary: £4589-£5680 pa tax free. Benefits: Overseas and children's allowances; free furnished accommodation, 2 year contract renewable. 77 AO 30

CITY OF BIRMINGHAM DISTRICT COUNCIL EDUCATION DEPARTMENT
9. TEACHER OF ENGLISH (Senegal)

The British Senegalese Institute, Dakar. To teach English, including English by radio, to adult students and assist with examinations and general administration. UK degree, post-graduate qualification in TEFL or applied linguistics, several years' ELT experience and fluent French essential. Experience of testing, record keeping, examination writing and English by radio desirable. Salary: £4589-£5680 plus 10% inducement. Benefits: free accommodation; overseas and children's allowances and other benefits. 2 year contract renewable. 77 CO 29

CITY OF BIRMINGHAM DISTRICT COUNCIL EDUCATION DEPARTMENT
10. TEACHER OF ENGLISH AND ADMINISTRATIVE OFFICER (Senegal)

The British Senegalese Institute, Dakar. To teach English, including English by radio, to adult students and assist with examinations and general administration. UK degree, post-graduate qualification in TEFL or applied linguistics, several years' ELT experience and fluent French essential. Experience of testing, record keeping, examination writing and English by radio desirable. Salary: £4589-£5680 plus 10% inducement. Benefits: free accommodation; overseas and children's allowances and other benefits. 2 year contract renewable. 77 CO 29

CITY OF BIRMINGHAM DISTRICT COUNCIL EDUCATION DEPARTMENT
11. TEACHER OF ENGLISH AND ADMINISTRATIVE OFFICER (Senegal)

The British Senegalese Institute, Dakar. To teach English, including English by radio, to adult students and assist with examinations and general administration. UK degree, post-graduate qualification in TEFL or applied linguistics, several years' ELT experience and fluent French essential. Experience of testing, record keeping, examination writing and English by radio desirable. Salary: £4589-£5680 plus 10% inducement. Benefits: free accommodation; overseas and children's allowances and other benefits. 2 year contract renewable. 77 CO 29

OVERSEAS TEACHING POSTS

Anglo-Colombian School, Bogota (Colombia)
HEAD OF MATHEMATICS
Degree in mathematics and teaching qualification. 4 years' experience, including work with computers. Salary: £3357-£4917.

Anglo-Colombian School, Bogota (Colombia)
HEAD OF ENGLISH
Degree in English and teaching qualification. 4 years' teaching experience. TEFL would be an advantage. Salary: £3357-£4917.

Anglo-Colombian School, Bogota (Colombia)
HEAD OF PHYSICAL EDUCATION
Teaching certificate with PE specialisation. 4 years' experience. French, Geography or Economics as additional subject. Salary: £3357-£4917.

Anglo-Colombian School, Bogota (Colombia)
ENGLISH TEACHER
Degree in English and PGCE or Certificate in Education specialising in English. TEFL experience would be an advantage. 2 years' experience. Salary: £2253-£3744.

Anglo-Colombian School, Bogota (Colombia)
TEACHER OF PHYSICS
Degree in Physics and a teaching certificate. 2 years' experience. Salary: £2253-£3744.

Anglo-Colombian School, Bogota (Colombia)
PRIMARY TEACHER
(10-11 year olds)
Certificate in Education (specialising in primary area). 2 years' experience. Salary: £2253-£3744.

Anglo-Colombian School, Bogota (Colombia)
PRIMARY TEACHER
(8-9 year olds)
Certificate in Education (specialising in primary area). 2 years' experience. Salary: £2253-£3744. Single people under 30 preferred. Knowledge of Spanish desirable. 2 year contracts from August 1977. Renewable. 77PS 40-46

Anglo-Colombian School, Bogota (Colombia)
DIRECTOR OF STUDIES (Greece)
The British Council Institute, Salonika. Candidates, preferably in the age range 30-45, should be University graduates with a PGCE with TEFL content and a minimum of 5 years' EFL experience. Previous experience as Director of Studies or Head of Department desirable. Salary: Drs 10990-Drs 30770 per month (approx £3756-£5806 pa). Benefits: annual bonus, 2 year local contract renewable. 77 RO 28

Anglo-Colombian School, Bogota (Colombia)
MATERIALS PRODUCER (ELT) (Oman)
Ministry of Education (English Department) Muscat. To produce support materials and audio visual aids, to undertake in-service courses for teachers of English. Candidates, men only, must have a postgraduate ELT qualification, 3 years' overseas ELT experience, and some experience in production of AV materials. Salary: £4689-£5618 pa. Benefits: free furnished accommodation; overseas and children's allowances; 2 year contract renewable. 77 AE 9

Anglo-Colombian School, Bogota (Colombia)
TEACHER OF ENGLISH AND ADMINISTRATIVE OFFICER (Senegal)
The British Senegalese Institute, Dakar. To teach English, including English by radio, to adult students and assist with examinations and general administration. UK degree, post-graduate qualification in TEFL or applied linguistics, several years' ELT experience and fluent French essential. Experience of testing, record keeping, examination writing and English by radio desirable. Salary: £4589-£5618 plus 10% inducement. Benefits: free accommodation; overseas and children's allowances and other benefits. 2 year contract renewable. 77 CO 29

Return fares are paid. Local contract is guaranteed by the British Council. Please write, briefly stating qualifications and length of appropriate experience, giving relevant reference number and title of post for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1Y 2AA.

THE BRITISH COUNCIL

Ealing
London Borough

An undervalued medium Superior powers

Britain's first radio literature conference took place last week at Durham University. Shirley Toulson reports

Louis MacNeice was a great poet, possibly even greater than W. H. Auden, but much of his work still remains unpublished, and is available only to those researchers who come to hunt it out in the BBC's vast archives centre at Caversham, for a great deal of his verse came out of his work as a staff writer with the old Third Programme. Happily, R. D. Smith, his friend and producer, who gave the final talk in the first radio literature conference to be held in this country, has ensured that at least four of MacNeice's plays—*East of the Moon, West of the Sun, Ceresair, He Had a Date and The Queen of Air and Night*—will never be forgotten by the conference participants.

There were almost 200 of them, drawn from the BBC itself, from freelance radio writers, and particularly from those universities and polytechnics which include broadcast material in their academic studies. One of the main purposes of the conference was to prove that radio literature is a serious, but neglected art form, and a worthy subject of scholarship.

Last week's discussions at Durham were the result of one man's initiative and two years' careful planning. Ian Rodgers is a radio and television playwright, who shares the frustration expressed by some BBC producers at the lack of proper critical attention their work receives, and at the fact that it slips to oblivion from public notice. In convening a conference, which would give a firm case for radio's academic respectability, Mr Rodgers knows that he has hastened the day when the publication of radio scripts will be a practice as generally accepted in this country as it is in Germany.

There could have been no better choice of speaker to conclude the intensive four days than R. D. Smith. This is not merely because as a former BBC producer, and present Professor at the Institute of Continuing Education in Londonderry, he combines the separate interests of the majority of his audience. Because he started his career as an actor and still retains active abilities of great power, as well as a direct appreciation of dramatic efforts, he was able to supply the one element which his erstwhile colleagues and his fellow academics (with the one exception of Peter L. of Durham University, who was a Celtic historian) talents to lack: an actor's instinct. In Dylan Thomas's *Under Milk Wood* were able to provide. His presence was up for the fact that none of the other radio actors were able to do this at Durham, and he turned the proceedings into a happily historic occasion.

Paradoxically, Professor Smith's performance in his role as a critic of MacNeice's plays strengthened his case (as straightforward logical argument could not have done) that radio with its essential concern for language is one of our best defences

against the forces of uniformity, characterizing in these times by mind-bending chemistry and zany imported cosmographies. He felt that its strength could be weakened too heavily a reliance on sophisticated technology, which he had found all too often used as a prop from commonplace ideas.

That last conference was all the more telling for being made shortly after his audience had heard a talk on the radio writer who has made the most powerful use of sound technology, and whose plays provide an exception to any general rule. John Fletcher, Professor of French at the University of East Anglia, spoke about the work of Samuel Beckett to an audience who had spent the previous evening listening to stereophonic recordings of *Words and Music and Embers* prepared by the Audio Visual Centre of London University. Beckett, who has adapted language down to the condition of music, while still using it as a vehicle for storytelling, has always made extraordinary and unusual demands on the sound technicians. It is indeed the unusual but always appropriate character of his work, and his orderly use of silences, which was the work from Professor Smith's general structure.

That he was considered at all in this context was significant for most of the writers who were the subjects of the formal lectures were either dead or, like Harold Pinter, now almost entirely concerned with the live theatre. Samuel Beckett, as we shall see on BBC 2 on Sunday, is still actively engaged in broadcast drama.

The discussion on Harold Pinter's early radio work was initiated by Rudiger Imhof, a lecturer in English at the Gesamthochschule, Wuppertal, West Germany, where English radio drama of past years receives considerably better attention than it ever gets at home. Herr Imhof is interested in the fundamental changes of emphasis that inevitably take place in a Pinter radio play when it is transferred to a visual medium (either television or film), which requires that the speaking characters, such as the moose seller in *A Slight Ache*, have to be given an actual form, and so the attempt to be understood as symbols of projection of the main character's emerging attributes.

In deciding which playwrights should have their radio work examined in such close detail last week, Ian Rodgers was governed by one main consideration. He wanted to prove to any uncommitted professors of English that radio play can be a serious literary form, and that there is already a respectable body of work on the shelves. So on Tyrone Guthrie by his talk James Forsyth, and considerable time was given up to the contrasted plays of Henry Reed and Giles Roger Savage of the University of Edinburgh and Frances Gray of the University of Sheffield.

West Side Story demands a great deal from young actors, but by carefully balancing singing and dancing talent, the director Chris Walldove, who also played the Pellidoro, Shrank, gave effective expression to the energy of youth growing up in the jungle of the cities—inner city or surviving council estate. That energy exploded into swirling fights, and dancing,



Chuck Berry appears in "The Illustrated Rock Almanac", an odd collection of facts and photographs, mostly about pop, planned to every day of the year. (Paddington Press, £2.95).

Plot lines

It is a sad fact of life that plays with large casts tend not to be as well made as ones with just half a dozen characters. The producer of a school play who nobly seeks out a script that will involve as many pupils as possible is therefore selfless courage, he has been handicapped by loosely written, episodic scenes that give his young actors little help in their attempts to create dramatic pace and tension.

Brandston Hall, a boys' preparatory school in Suffolk, has just presented Robert Bolt's *The Thawing of Baron Bolligrew*. It should have been a sure-fire success, being a pantomime complete with cruel baron, fat, bungs, smoke and dragon. Unfortunately, it is weak on plot and has some fairly lengthy attitudinizing which proves taxing for inexperienced actors. Especially difficult is the thankless role of Sir Oblong Fitz Oblong, the man for all seasons who is too good for his own good. Not all the actors in this production had the necessary mixture of subtlety and bravado to make the play work, but they came very close indeed to success.

An equally freewheeling epic is Ben Jonson's *Bartholomew Fair* but this play has more than enough plot to hold the audience's attention should the acting momentarily lose its momentum and so it is a safer bet for school production.

At Longlands School (a comprehensive at St Neots in Cambridgeshire), over 100 pupils were involved in this term's realization of *The Fair*. This was very much a "wide screen" production, with the action not only filling the stage but spilling over to occupy the entire hall where the various "side shows", booths, refreshments, numbers and even a dancing bear competed for our attention in the interval—just as the various cut-purses, lunatics, bawds and eccentrics did on stage. A major criticism might be that the text had not been cut—it is a very, very long play—but even so, the frequent use of the main part of the play, and the credit must be shared between Ben Jonson, the director and especially the actors who gave every sign of being at home on the stage. If a strong script can be an enormous support, the stage school appear to be the actors' permanent home and not an uncomfortable staging post where they happen to be spending two unpredictable hours at the end of term.

In both these productions there were those whose nerves failed them and so they appeared ill-at-ease in an alien element, but equally there were enough who were sufficiently happy in their roles for the audience to be happy with the offered entertainment. David Self

Witting and unwitting testimonies

CHRISTOPHER GRIFFIN-DEALE reviews the Open University's War and Society series

War and Society
BBC 2 Open University, Fridays.
BBC 1, Thursdays, 17.45.

The television programme accompanying the Open University's War and Society course examines the contribution that archive film can make to an academic understanding of history, and takes themes connected with war and its social impact as the examples.

These programmes make a distinctive academic contribution to the subject that is almost unparalleled among the television components of other courses. The series is, therefore, particularly accessible to the non-specialist viewer, and the selection of the cameramen, editors and contemporary commentators both reflected contemporary attitudes and sought to confirm those attitudes.

Professor Marwick makes a crucial distinction between the two kinds of information between the witting and "unwitting" testimony, between the impression a film was seeking to convey and all the other information that we—with a historian's distance—can derive from the evidence of the cameraman, editor and contemporary commentators both reflected contemporary attitudes and sought to confirm those attitudes.

An author has far more control over a printed document than a newsreel or documentary filmmaker. However, however determined the writer is to reflect a particular view of reality, there will always be other kinds of evidence in people's manners or appearance that will linger at the corners of the frame, ready to communicate unwittingly to posterity.

A sequence, Monty on the Factory Front, exemplifies this distinction. We see Monty addressing munitions workers in their factory canteen, while the contemporary commentator emphasizes his wit and wit to reflect the particular view of reality, there will always be other kinds of evidence in people's manners or appearance that will linger at the corners of the frame, ready to communicate unwittingly to posterity.

World at War, unlike previous compilation series, used its film to illuminate more than a chronological exposition, heavily weighted towards battles; it gave great attention to the social impact of the Second World War.

It was still committed however to communicating to a wide audience through a coherent 50-minute flow of images and eye-witness testimony. This Open University series is, rather, a collection of film documents with academic commentary. The programmes themselves must provide the necessary context.

In this and other ways, senior producer, Edward Hayward, has had to evolve new approaches for presenting the material, where the usual conventions of television compilation are inappropriate. Most of his decisions seem right. For instance, most of the silent footage is left unaccompanied, but some of the most overt and caricatured propaganda footage has necessarily had to be shortened, but this has generally been done with respect for the pace and context of the original film, as well as for the mood of the contemporary student audience.

One advantage of this series' approach is the chance to appreciate particular sequences from the archive, where skippy and breathless selection would destroy their enjoyment. That is true of the First World War cartoon and of the substantial excerpt, in that programme on the social impact of the Second World War, *Ordinary People*, featuring vignettes of London life continuing in suburban homes, courtroom and Oxford Street despite the blitz.

We also have a chance to appreciate the selectivity of contemporary editors, in a number of interviews with survivors from a heavily-blitzed east-end area. One grandchild of a victim of the war, declaring indignantly: "It's my house and I'm going to stick it in," is included but three others, all directly calling for vengeance on Germany, were left in the cutting-room. That is true of the First World War cartoon and of the substantial excerpt, in that programme on the social impact of the Second World War, *Ordinary People*, featuring vignettes of London life continuing in suburban homes, courtroom and Oxford Street despite the blitz.

Paradoxical balancing act Who cares?

BRIAN HILL on German programmes

Treffpunkt
Tuesday 14.14. Repeated Wednesday 14.15.
Encounter
Wednesdays 11.40. Repeated Fridays 11.40.
BBC Television.

Since ATV stopped their language studies six years ago there has been a famine of school television series in German. No language, English in German, Europe and it is, therefore, some satisfaction that the BBC has this term presenting two linked series for use in German and German studies classes.

Treffpunkt and *Encounter* each have five programmes adapting what is basically the same film for two different purposes—practice in oral comprehension or language structure in *Treffpunkt*, information on Germany and its inhabitants in *Encounter*.

Having tried out both series with my class, I am convinced that *Treffpunkt* makes a considerable contribution to broadening horizons, and building up understanding of how Germany lives. *Treffpunkt* uses the same device as *Four Corners* in using young people to describe their lives and interests. One programme, in addition, however, is a documentary which allows the viewer to see the linguistic links. The linguistic value of *Treffpunkt* is on balance likely to prove minimal and more re-editing might have been possible to further highlight information about Germany.

The teachers' notes for *Encounter* provide a good list of background information, but, again, the impression is given of restrictions on the full development of economic and social themes in order to maintain contact with *Treffpunkt*.

Teachers' notes accompanying

BISFA festival

The annual British Sponsored Film Festival, organised by the British Industrial and Scientific Film Association, moves this year from its regular Brighton location to the British Academy of Film and Television Arts in London, where it will take place from May 2 to May 13. This year will make the festival more accessible to many delegates and a major organizational change will make attendance a practical possibility for teachers and others.

The festival always contained a number of films which would be of educational value, but educationists would have been hard put to justify spending the time and money necessary to sit through the whole festival output in order to select those items which might be useful in schools or colleges. Now, however, the organizers have done away with the old pre-selection system; and all entries will be screened, films being grouped together according to category. Thus, education and careers films will be shown at the opening session on May 2.

The morning will see eight careers films with entries from British Leyland, the Department of Employment, Tubo Investments, the Prudential, the General Dental Council, and the armed forces. In the afternoon, 14 films will show the work of some of the major educational film companies—Gateway, Mary Glasgow, Hugh Baddeley—as well as government films and titles from the big independent units such as Shell, BP and ICI. The day will close with an illustrated discussion on the use of comprehensive careers packages.

Attendance for one day costs £12.50 (£10 to BISFA members) and special rates are available for groups. Delegate forms and details of the films are available from BISFA, 26 Drury Street, London W1V 3PH.

Briefings

Radio and tv

Open University

The Anchor Booth (Sunday 11.00 BBC 2 Thursday 07.45 BBC 1). Students are given the opportunity of seeing complete sequences of ABC's coverage of the 1976 Republican Convention. Emphasises the importance of the coordinators in the "Anchor Booth" and discusses their views on the relationship between politicians and producers.

Cloister to Cloister? (Sunday 11.50 BBC 2 Wednesday 07.05 BBC 1). Two programmes featuring the work of barristers. The profession is examined in detail through interviews with legal figures and film of the Inns of Court and the Temple.

Nothing New Under the Sun (Sunday 13.05 BBC 2). Sundries may appear simple, but their subtleties are revealed when physical and geometric models are constructed. Leads on to an explanation of the mathematical model of the solar system.

The Market Town (Tuesday 07.30, Thursday 16.10 BBC 2). A study of the functions and topographical characteristics of market towns in the sixteenth and seventeenth centuries. Focuses on Banbury, Chipping Camden and Hullaton. Discusses factors affecting their growth or decline and the distribution of such towns throughout the country.

CE and general interest
Conversations (Sunday 10.10 BBC 1). Interviews filmed on location introduce students with a reasonable knowledge of Italian to the vocabulary of career affairs. What do Italians feel about their country's politics, economy, agriculture and art?
The Role of the Nurse (Sunday 10.35 BBC 1). Aimed at student nurses or those intending to enter the profession; a wide view of nursing practice in hospitals from medical wards to operating theatres.

Alternatives (Sunday 15.30 VHF4). An investigation into "Kingsway Community" where an attempt is made to provide a family setting for people who have been rejected by society.
The People's Echo (Sunday 23.05 approximately BBC 1). "Greenaloes" became a love song, a religious parody and a political satire. This series looks at other songs that have as varied and colourful a history.

The Education Debate (Monday 15.30 BBC 2). The last programme of the series features Professor Denis Dawson. He asks: "How can standards in education be discussed? If there is no basic agreement about aims?"

In Search of Atlantis (Monday 17.15 ITV). Plato's story of Atlantis has been told and retold. Did such a place exist? Should we look to the Bahamas for an answer? A film of recent archaeological discovery focuses on the fourteen chiselled stone blocks found in the water there.

You are what you eat (Monday 18.30 Radio 3). Eight programmes about sensible eating begin with a discussion of the adage "One man's meat..."
BBI Brecken presents a review of the huge variety in food around the world.

Politics Now (Tuesday 23.05 approx BBC 1). A scrutiny of British prime ministers from Lloyd George to Harold Wilson. A major issue of each administration is featured and discussed by those involved.

Putting On a Show (Friday 18.30 Radio 3). The second of eight programmes in which Anthony Cowlishaw, producer, lecturer and adjudicator explores the pleasures and pitfalls of the amateur theatre.

Damn good

Outside the schools, Bristol Youth Theatre have been soldiering on for 20 years under the leadership of Ivor Bryant, a local junior school teacher. Members show great commitment, paying fortunes in bus fares to reach their base—Seamills Community Centre in North Bristol. Entirely self-financed, they put on two major productions a year (Christmas pantomime plus open-air plays in the summer) and occasional shows such as the one I saw recently—a spoof of a medieval Mystery play with Adam and Eve in plastic ivy presided over by a dopy God, a rather sketchy sketch about immigrants in Bristol and some very professional improvisation around ideas from the audience, ending with a striking version of the Trojan wars. The narration (written by another drama teacher John Scadding) gave the sweep of

time as the armies confronted each other, sent out their champions, mourned their dead, Achilles dragged the dummy body of Hector round the walls of Troy while the cruelly striking above, impassive or cruelly striking the lives below.

From Greek and Trojan to Jots and Shakes, as Havelock, in an educational priority area where teachers are refusing to work duties in protest against education cuts. *West Side Story* demands a great deal from young actors, but by carefully balancing singing and dancing talent, the director Chris Walldove, who also played the Pellidoro, Shrank, gave effective expression to the energy of youth growing up in the jungle of the cities—inner city or surviving council estate. That energy exploded into swirling fights, and dancing,

which, along with good use of colour—black leather and denim for the reds and orange for the Shakes—and well thought-out scaffolding set provided a novel and effective set for parents in tiered seating straggling to the open stage floor. The specific spots of group hatred, in a world shadowed by unemployment, and unexplained by much adult moralizing, could be explored more fully in a young drama. The serious singing of the Havelock youth, sending up the labels of social worker, shrink, cop, who sang bowed and hopeless as Martin mourns Tony, contrasted strikingly with Jacques' linguistic search for "something different" at Clifton College.

"We're no good, we're no good, we're no earthly good, Like the best of us is no damn good..." Their play proved the opposite and that's what it's all about.

Teachers' notes accompanying